THE UNIVERSITY OF ALBERTA

ANALYSIS OF THE BANFF CENTRE ADMINISTRATION

by

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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

FALL, 1977

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

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ABSTRACT

The purpose of this study was to investigate the perceptions held by administrative personnel employed by the Banff Centre, about the administrative structure and organization of the Banff Centre.

The study involved the application of an existing formal systems and subsystems model to the administrative organization of the Banff Centre, to ascertain whether the subsystems within the model were perceived by administrative personnel to be both present and viable.

A structured interview schedule of nineteen questions, appropriate to the seven subsystems in the model, was used for the collection of data. These questions were purposely general and open in character to avoid any possible predetermined focus or bias, and to allow each respondent maximum freedom to express individual perceptions.

The twenty-four persons interviewed were drawn predominantly from the senior and middle-management levels of the organizational hierarchy. However, not all personnel within those stratifications were accessible within the time-frame available for the conduct of interviews. Some of these less-senior personnel interviewed reflect the absence of management appointees to administrative vacancies.

This study was concerned with the perceptions of

management personnel about the organization in which they were employed. No attempt was made to trace variables which influenced the formation of those perceptions. This thesis reports those perceptions given to questions asked, appropriate to the model used.

Respondents were not consistently grouped with respect to their held perceptions, either according to hierarchical stratification or by consistency in positive or negative attitudes. There was a degree of consistency, however, to the extent that many grouped perceptions suggested that top-management personnel had greater opportunity to be better informed on all aspects associated with the total organization.

All subsystems were perceived by all respondents to be present. However, only one of the seven subsystems was perceived by all respondents to be viable. A chart in the Conclusion section of this thesis gives an approximate percentages breakdown of the grouped perceptions of respondents to the matter of subsystems viability.

ACKNOWLEDGEMENTS

The writer wishes to express his gratitude and appreciation to a number of persons for their willing cooperation and assistance.

I am grateful to Mr. Don Becker, Associate Director, and to all those other employees of the Banff Centre who so generously gave of their time.

I am grateful to the Administration of the Banff Centre, through the Director, Dr D.S.R. Leighton, for permission to undertake this study.

Sincere thanks are extended to Dr R.C. Bryce, my advisor, for his constructive criticism, advice, interest and encouragement throughout the course of this study.

Appreciation is expressed to the other members of my committee, Dr. E. Miklos, Chairman, Department of Educational Administration, and Dr. R.L. Ware, Associate Dean, Faculty of Education for their support and assistance in the final stages of this thesis.

To my wife Jan and to my children, Andrew, Timothy and Rebecca, I am deeply indebted for their constant patience, understanding, encouragement and support.

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Chapter I

HISTORICAL OVERVIEW

The Banff Centre (then, the "Experimental School in Arts Related to the Theatre") conducted its first programs "for the Advancement of Works in the Fine Arts," in the summer of 1933 as the result of a Carnegie Corporation grant of $10,000 per annum for three years. Initially, the Centre was associated with the Department of Extension of the University of Alberta, and from 1936 was officially renamed, "Banff School of Fine Arts."

The Banff Centre's chief goal from its inception has been..."the pursuit of excellence"..., and... "to be the best institution of its kind in the world"... (Cameron 1956:91).

The Banff Centre was subsequently transferred (1966) as a public trust to the Board of Governors of the University of Calgary. A Banff Centre Council acts for the University.

At the time of this study (1976), negotiations were underway to remove the Centre from the trusteeship of the University of Calgary, so as to become legally, financially and practically autonomous. The existing lease with Canada Parks was also undergoing re-negotiation to permit year-round Fine Arts activity.

Because of its isolation, the Banff Centre has always been a residential educational centre. Over the past 25 years its physical facilities have been greatly expanded as have its course offerings which at the time of this study included foreign language studies, advanced management studies, and environmental studies to complement an extensive range of visual and performing Fine Arts. The Fine Arts Summer School activity is the major output for the Centre, catering to approximately twelve hundred post-graduate students.

Approximately one third of the Centre's operating costs are met by a Provincial Government grant (which in 1976 was $1.8 million) while the bulk of the remaining revenue comes from the Centre's Conference activity.

An organizational chart in the appendix of this report provides a more specific account of the nature of the Centre's operations. Detailed information of courses offered is available in the various faculty handbooks produced by the Centre.

The appendix also includes a brief historical time-line which indicates those years in which significant developments and/or changes took place in the overall progressive growth of the Banff Centre.

PURPOSE OF THE STUDY

The purpose of the study was to apply a modified organizational subsystems model to the Banff Centre to investigate the perceptions of administrative personnel concerning the administrative structure and internal administrative operations of the Centre.

Some assessment of the organization based on respondent's perceptions was made, and some recommendations for possible improvements have been suggested.

Some applications of the same (or similar) adaptation(s) of the Katz and Kahn organizational subsystems model have been used to evaluate the administrative organization of other educational institutions.

The Banff Centre has, however, many unique features which place it apart from most other post-secondary educational institutions. For example, it meets approximately two-thirds of its own operating expenses through Conference activity. It is entirely residential in operation. It draws its faculty from the entire world-market of professional, academic and artistic expertise. It has developed an international reputation for the excellence of its Teaching and Learning programs.

Katz and Kahn (1967) state that for an organization to operate efficiently, all of the delineated subsystems must be perceived to be both present and viable.

The purpose of this study was to ascertain the extent to which Banff Centre administrative personnel perceived the organizational subsystems within the Banff Centre to be both present and viable.

It is hoped that this document will be of value to the administrative organization of the Banff Centre as an external report so that a clearer understanding of employee perceptions of such concepts as communication, morale, job-satisfaction, role definition, can be gained by decision-making bodies, to increase the effectiveness and efficiency of the organization's operations.

SIGNIFICANCE OF THE STUDY

There is much evidence in the literature about the subtle interdependence of subsystems within organizations. There is also much written to the effect that the perceptions of employees about the nature of an organization's operations can have a significant effect upon the effectiveness and/or efficiency of the organization.

Enns (1966) writes:

> ...Administrative behaviour, and reaction to administrative behaviour, are based upon the perceptions of the persons involved...

and that

> ...perceptions are not simple, accurate reproductions of objective reality. Rather, they are usually distorted, coloured, incomplete, and highly subjective versions of reality....

This study further increases the literature available

on subsystems analysis of administrative organization in educational institutions, and further utilizes the Katz and Kahn (1967:86) formal subsystems model as adapted by Miklos et.al. (1975) and Bryce and McIntosh (1976) to seven organizational subsystems, considered to be more specifically appropriate to educational institutions.

ASSUMPTIONS

A number of assumptions were made regarding the research design of this thesis.

Firstly, it was assumed that the adaptation of the Katz and Kahn organizational subsystems model as used for this study would be a suitable framework within which to investigate the perceptions of Banff Centre administrative personnel.

Secondly, it was assumed that the perceptions of respondents as given to the questions asked relative to each of the subsystems were honest, independent judgements which reflected the individual's opinions.

Thirdly, it was assumed that the sample group of respondents interviewed, was an adequate representation of administrative personnel having (some) managerial responsibility within the administrative organization of the Banff Centre.

DELIMITATIONS

This study was delimited to the application of the selected subsystems model to the administrative organization of the Banff Centre.

No attempt was made to evaluate the efficiency and/or effectiveness of the programs and activities of the School of Fine Arts or of the various other departments and activities of the Centre.

Data collection was restricted to that which was deemed to be relevant and appropriate to the study of the administrative organization of the Centre within the parameters of the research objectives.

The researcher sought to do no more than to investigate and record the perceptions of a sample of management-level employees of the Banff Centre, concerning the organizational structure and administrative operations of the Centre appropriate to the conceptual framework chosen for the study.

The thesis was not intended to present a definitive statistical analysis of the perceptions of respondents as given, but rather to report findings in a descriptive form.

LIMITATIONS

The effectiveness of the study in identifying respondent's perceptions was limited by the ability of the instrument used to elicit these perceptions.

The study was further limited by the degree to which respondents understood the questions asked and were able to articulate precisely their perceptions appropriate to those questions.

It was also limited by the degree to which the author was able to faithfully reflect those perceptions in the process of transcription and summarization.

It was recognized that personal bias formed subsequent to favourable or unfavourable experiences in relation to particular situations can distort an otherwise rational evaluation of that situation.

Some respondents showed slight concern when permission was sought to tape-record interviews. This may have influenced the nature of the response given where some criticism of the administration was considered appropriate.

In not every instance were interviews conducted under optimal conditions for open, frank or otherwise unqualified responses.

These and many other personal variables which respondents bring to a perceptions analysis are factors

which are beyond the control of the researcher.

DEFINITIONS

Perception

Perception is defined as the understanding one brings to an immediate environmental situation which involves and includes past, personal experiences, secondary non-personal experiences and a variety of other variables which collectively influence the perception an individual has or creates about any situation or event.

Because no two people are physiologically or psychologically exactly the same, no two people will have the exact same perceptions of any situation or event.

Bruner (1958) indicates that perception is more closely related to an individual's particular interests, values and attitudes and to his cultural background than to physical difficulties and/or inadequacies in sensory mechanisms.

Enns (1966:24) states that:

> ...what we perceive is in large measure what we create, rather than merely what we receive, though much of what we create may occur below the threshhold of consciousness.

Presence

Presence. - Subsystems, based on respondent perceptions, were seen as being present or absent. Either a thing is present or it is not. However, each subsystem

contains within it, numerous issues, attitudes and activities, such as job-satisfaction, morale and identity. Some of these were perceived to be present while others were perceived to be absent within the one subsystem. Recognition of the presence or absence of these internal subsystem aspects implies a recognition of the existence of the subsystem per se. As to whether or not certain activities take place within a subsystem is a consideration not of subsystem presence, but rather of subsystem effectiveness. In ascertaining the effectiveness or ineffectiveness of these activities within subsystems, a determination of that subsystem's viability can be made.

Viability

Viability refers to the ability to maintain life. It implies growth in a healthy, developing organism or organization but can also refer to a static state. For example, a tree can reach maximum growth, or pass through dormant periods but remain viable. Within an organization, viability implies the presence of a sufficient number and variety of organizational elements to meet the demands necessary for continuing operation. In this study, viability was determined in relation to perceived effectiveness of subsystem activity.

THESIS ORGANIZATION

In chapter one the nature of the study, is outlined, giving a brief historical overview of the Banff Centre and

details of the parameters within which the thesis fell.

In chapter two a review of the literature appropriate to systems theory as it relates to this particular study, and to perception as a concept is provided.

The analytical framework used for this thesis is presented in chapter three. It details the adaptations made to the original Katz and Kahn model from which this analytical framework was derived. This chapter also presents the research design: the instrumentation used, the method of data collection and the form of presentation employed in reporting the research findings.

In chapter four the data are reported for each of the seven subsystems of the model used.

In chapter five a summary of each of the seven subsystems, an outline of conclusions which can be drawn from the findings, and some implications and recommendations which arise from the study are given.

A bibliography follows.

An appendix includes the interview schedule used, an historical time-line showing important features of the development of the Banff Centre, the list of interviewees, the organizational chart in use at the time of the conduct of interviews and a recommended (modified) organizational chart.

Chapter 2

REVIEW OF THE RELATED LITERATURE

Much has been written about systems theory over the past thirty years. Similarly, much has been written about perception.

This review of the literature will be delimited to a brief statement on the origins and diversification of systems theory, prior to making more specific reference to those aspects of subsystems theory which are deemed to be more directly relevant and pertinent to this study.

A similar treatment of perception will be made in relation to its formation as a thought process, and its significance as a concept, since this study relied upon perception per se as the source of information.

Systems Theory

The Systems Movement had its genesis in 1947 when Ludwig von Bertalanffy, a biologist and research scientist, perceived that there were:

> ...correspondences in the principles which govern behaviour of utilities that are intrinsically, widely different....This correspondence is that they are all 'systems'; -complexes of elements standing in interaction. (Von Bertalanffy 1956:1-10).

Von Bertalanffy's initial research into General Systems Theory was based on the perception that isomorphies or structural similarites found in biological organisms were

apparent in constructed and natural organizations as well.

The life and death struggle with the environment, which epitomises every living organism's existence carries over into virtually every facet of our society.

Von Bertalanffy's theory was based on the assumptions that:

1) there is a general tendency towards the integration of various sciences, both natural and physical.
2) such integration seems to be centred in a general theory of systems.
3) the development of a unifying principle running vertically through individual sciences moves nearer to a unity of sciences.
4) a theory of systems may be useful for analysis of the parts of a whole.

Ashby (1958:1-6) writing in the same journal some two years later stated that within the growing interest in General Systems Theory, two main lines of research had developed.

a) The study of an individual system and the inference of the analogy to all systems.
b) The consideration of all conceivable systems, and the reduction of the general theory back to the specific system.

Over the past 25 years, the general systems movement has developed a number of specific approaches to analysis

based on Von Bertalanffy's original systems theory. Immegart and Pilecki (1973:9-13) list the more major of these as follows:

1) General systems theory - a level of theoretical model-building which lies somewhere between the highly generalised construction of pure mathematics and the specific theory of specialized disciplines.
2) Cybernetics - scientific control of organizational activity, based on the assumption that humans and society can be best understood through the study of their communications facilities.
3) Holism- an interdisciplinary emphasis with a generic focus on philosophy, theology and humanities. The approach is metaphysical.
4) Operations research - an application of general systems theory to practice. It is particularly concerned with increasing the effectiveness of man-machine systems.
5) Systems design - an outgrowth of general systems theory and operations research concerned with the creative development of new and unique systems.
6) Information theory - a direct outgrowth of cybernetics and the first purely quantitative branch of systems theory.
7) Systems analysis - a refined systems process for business and industry, of breaking wholes into parts to facilitate greater understanding and control of the reassembled whole.

8) Systems engineering - a product of operations research for the planning and designing of complex new systems.

9) Output analysis - a study of systems in terms of activity and output.

10) Mathematical programming - the use of complex mathematical formulae and linear equations for problem solving.

11) Computer programming - an applied, highly technical and highly sophisticated aspect of the systems movement, specializing in electronic data processing, storage and retrieval.

All systems have a uniqueness of character which distinguishes them from other systems and from their immediate environment. In the broadest sense, a system can be anything that can be conceived of as a single entity.

Katz and Kahn (1976:18) state:

> ...Systems theory is basically concerned with the problems of relationship, of structure and of interdependence rather than with the constant attributes of objects.

A system has the capability of being dissected or broken-down into smaller parts, be they single parts or complete subsystems.

Griffiths (1964:48) describes systems as: ..."a complex of elements in mutual interaction."...

All systems have definable boundaries, and though

sometimes these can be precise and finite, in general they are imprecise and vague. The boundaries of one subsystem will tend to overlap the boundaries of another, and the components of one may be simultaneously components of another.

All systems display differences in detail, because of a difference in type, quality or quantity of input variables and environmental influences, all of which have a direct influence on the specific nature of the output. Factors influencing the system from within or without are known as variables.

All systems operate within a time-space continuum, and all open systems exist within an ongoing, non-reversible time sequence.

All systems have subsystems, which are also bounded units composed of individual components with the same or similar interrelationships to each other as well as to the suprasystem. Thus all systems (except the perceived largest), have suprasystems, and all systems (except the perceived smallest) have subsystems.

There are two basic types of systems, closed and open.

Closed systems are by definition self-contained and as such have no interaction with, nor are they affected by their environment. By definition, closed systems are only

influenced by internal variables.

Open systems exchange matter and energy with their environment in a process described as dynamic interaction. The interaction influence of which the system can be aware is proximal. That of which it is unaware is distal. Efficiency of operation, or basic homeostasis requires enlargement of the proximal influences and proportionate reduction of the distal influences. Because of the dynamic interaction process, the environment tends to control, except where the system can maintain dynamic equilibrium and/or homeostasis.

> ...organizations can be seen to be dependent for their survival and efficiency upon an exchange of goods and services with their environment. (Silverman 1970:112).

Open systems have a number of unique characteristics, some of which have been alluded to above. These are:

1) Dynamic interaction.
2) Homeostasis.
3) Dynamic equilibrium.
4) Equifinality.
5) Negentropy or negative entropy.
6) Feedback.
7) Input, Throughput or Process and Output.

1) Dynamic interaction is the process of interrelationship between the system (or the subsystem) and its environment. Open systems have continuous interaction, the inwards variety being energic stimuli and information

(both as original stimuli and as feedback) and the outwards variety being product as intentional output, or less-intentionally purposive output which might be regarded as side-effects. Further detail of input and output will be discussed later.

The energic interaction influences can be both proximal and distal, positive and negative, and as well as being continuous, the process will tend to be cyclical, particularly with regard to feedback; input activates output which reactivates input. Any study of systems must be made with a constant awareness of the forces impinging on them. The less dynamically productive a system is, the greater will be the degree of environmental stimulus needed to maintain equilibrium and/or homeostasis.

In an educational organization, this interaction with the environment takes many forms; human and non-human, positive and negative, major and minor, serious and trivial. All such interactions will affect to a greater or lesser extent, the ability of the system to meet its objectives.

2) Homeostasis or dynamic homeostasis is a catabolic/anabolic process - one of breakdown and restoration, - and is the system's tendency to self-regulation. Any change within a system or a subsystem will be felt by, and have an effect upon all other parts of the system. This change can also be environmental, which will affect the system in the form of input information through

the process of dynamic interaction. The concept of homeostasis is the reduction and/or control of variability in stimuli through maintenance of a constant environment. In a biological system, homeostasis is self-preservation; a fundamental and instinctual activity. For a system to remain healthy, self-regulation is essential.

3) Dynamic equilibrium is the notion of stability, and in practice is a by-product of homeostasis. Like homeostasis, it is a control mechanism. It, like these other concepts, refers to a life-support adjustment procedure to buffer the system against change.

4) Equifinality is the ability of systems to take differing paths or courses of action and yet arrive at the same point or final result. This has particular significance in reference to dynamic interaction where variables will be constantly changing (perhaps infinitesmally, but as stimuli they will be constantly different). As homeostasis and dynamic equilibrium tend to be the adapting processes, equifinality is the course or route directing the system (subject to the controls of these other processes) ever towards the intended goal.

5) Negentropy or negative entropy is peculiar to open systems, since closed systems by definition will atrophy. Negentropy is a counter to the concept that all systems have an inherent tendency to entropy - a tendency to progressive disorder and malfunction and by implication, to atrophy and

termination. This striving to offset entropy is negentropy or negative entropy. Open systems strive to maintain internal order, and organizational characteristics. Controls are introduced to ensure that entropic forces are overcome. To ensure negentropy, systems must continually draw predominantly positive stimuli/inputs from the environment and from within the system in greater measure than that expended through transformation and exportation as output, or expiration as waste.

6) Feedback represents an evaluative information source or process about the system's past activity, and it can come from within or from without. Feedback is essential for continued growth. It is fundamental to the concept of homeostasis. As a value system it can be random and disorderly or explicit, direct and purposeful. Being judgemental it reports on the system's perfomance in order to adjust processes to meet more appropriately future outputs. However, in so doing, it dissipates time, energy, resources and effort. It redirects potential output for evaluative purposes.

Systems must develop efficient, effective and economic means for receiving, decoding, and evaluating feedback. Feedback must be classified as positive or negative to optimise its usefulness. Positive feedback misinterpreted and misused becomes negative. When negative feedback stops, however, equilibrium ceases, boundaries disappear and the system terminates. Negative feedback is a

stimulant (being critical), more so than positive feedback which has greater tendency to produce self-satisfaction and complacency. Some measure of subsystems conflict and discomfort within a system appears to be essential to ensure continued growth, and to counter self-satisfaction and complacency.

Feedback can be:

1) Continuous - controlled monitoring.
2) Intermittent - programmed for certain times.
3) Proportional - to meet specific needs.
4) Relay - only when requested.

Feedback must be functional and relevant to be useful.

Educational Institutions are open systems of interlocking human and non-human resources, with strong emphasis on behavioural interaction. As formal open systems, they operate under a structural hierarchy which immediately brings into focus the area of authority and controls. These in turn imply role categories and role types, communication procedures, decision-making processes, rewards and sanctions and many other components, which collectively create the concept of educational administration. All of these component parts as subsystems have direct bearing upon the nature of the educational institution as an open system.

All of these individual components are the variables which, as well as influencing or representing the concepts

already discussed, affect the total process of system activity; that of "input," "process" or "throughput" and "output."

7) Input is everything that is put into any given system processing activity, and can vary in form, type, mix, degree and substance. Inputs can be proximal or distal, positive or negative, internal or external, attitudes and opinions, in fact anything which may have some influence on the processing or throughput transformation of input and/or the product/output, in whatever form that takes. Input is multidimensional and multifaceted.

Processing or throughput as the name suggests is the processing or treatment of input towards the predetermined objective or output of the system. The system, however, will be continually subjected to inputs throughout the processing activity and thus will be continually modifying the intended output. Obviously there is a continual overlapping of subsystems and activities, in that input and output will be constantly affecting the processing procedure.

Output, like input is multidimensional and multifaceted and represents the total of effects and outcomes of a system's activity. "Productivity" represents tangible results, while "Affectivity" represents intangible results.

In the application of the foregoing to the reality of organizational practice, the management or administrative

component of the organization plays a most important role in balancing and maintaining the system in terms of homeostasis negentropy, equifinality, inputs and outputs and the many other concepts mentioned above.

Sergiovanni and Carver (1973:215) define one aspect of the administrator's role as being:

> ...an attempt to carefully define and map each of the interdependent parts of the whole so that one part can be manipulated with full awareness of the effects on each of the other parts internal to the system, and the effects of this on the environment...

and that

> ...administrators (must) emphasise control of performance towards specific goals as well as channeling human and material resources with maximum efficiency towards these goals.

Katz and Kahn (1966) have developed a formal systems and subsystems model for the analysis of organizational operations. They have defined five specific organizational subsystems which they believe must be perceived to be both present and viable for any organization to operate efficiently and effectively.

An important aspect of the adaptation of the Katz and Kahn model, as used in this study, is that it takes greater account of specific educational operations and places more emphasis on the normative nature of the transactions. Educational organizations involve interactions between people.

> ...the input is to a great extent human, the processes are predominantly concerned with human interaction between the organization and its client system, and

> the output or product is human. (Katz and Kahn 1966:16).

This fact requires the educational organization to be deeply concerned with the needs of both the students and the faculty, rather then merely with the needs of the organization. There must be a balance in equating the purposes and goals of the organization with the purposes and goals of the individual members.

Schein (1976:71) believes that:

> ...the frame of reference and the value system that will most help the manager in utilizing people effectively is that of science and of systems theory.

Since educational organizations are normative, there is a greater need for emphasis on employee satisfaction. The Katz and Kahn concept of mediating between task demands and human needs to keep the structure in operation, becomes increasingly important. There is a direct correlation between worker-satisfaction and organizational-productivity. Many studies from the "Hawthorne effect" on, have indicated the significance of this factor.

Miles (Sergiovanni and Starratt 1971:102) has described (educational organizational) health as that which exhibits:

> ...reasonably clear and reasonably accepted goals (goal focus), relatively distortion-free communication vertically, horizontally and across boundary lines (communication adequacy), equitable distribution of influence to all levels of the organization (optimal power equalization), effective and efficient use of inputs both human and material (resource utilization)...mutually satisfying vectors of

> influence between the inhabitants and the school (cohesiveness), a feeling of well-being among the staff (morale), self-renewing properties (innovativeness), an active response to its environment (autonomy and adaptation)...ability to maintain and strengthen its problem-solving capabilities (problem solving adequacies).

The analytical framework used for this study takes account of all of the above measures of "health" or "viabilty" within the seven detailed subsystems.

As normative organizations, educational institutions must give significant concern to those areas of the operation which are directly concerned with human-relations and human-interaction.

The adapted Katz and Kahn framework involves the human component at every level of operation to a greater or lesser extent. Thus, the relationship between the organization's goals and the needs of the employees, the students and the community is fundamental to the daily operation, and continuing viability of the system.

Much emphasis has been given to the work of Frederick Herzberg and Abraham Maslow over the last decade in relation to human motivation and man's hierarchy of needs respectively.

Herzberg (1959) defines motivating factors, intrinsic to the job as being:

Advancement.

Growth.

Responsibility.

Achievement.

Recognition for achievement.

Work itself.

Aspects of the job environment which he claims are potential sources of dissatisfaction include:

Supervision.

Status.

Salary.

Security.

Working conditions.

Interpersonal relationships.

Company policy and administration.

Herzberg sees the problem of meeting motivational and hygiene needs as being continuous. He also specifies that it is important to not mix the two by providing motivation rewards when hygiene factors are needed, and vice versa.

Maslow (Hersey and Blanchard 1972) outlines a hierarchy of needs which progress from physiological needs through safety (security), social (affiliation), esteem (recognition) autonomy to self-actualization.

Like Herzberg's "Motivation-Hygiene" theory, Maslow's "Hierarchy of Needs" refer specifically to the human element in any organization.

Argyris (1964:67) found again and again that if the

job thwarted the employee by being too meaningless or limiting in scope, the employee would create meaning and challenge in outsmarting management, or in banding together with others to create pressure-groups.

McGregor (1960) details in his "Theory X-Y," two archetypal worker attitudes, one displaying a positive approach to the work situation, while the other has quite negative connotations.

Schein (1976:66) points out that there is no inherent conflict between worker self-actualization and a more effective organizational performance.

> ...Given the chance, man will voluntarily integrate his own goals with those of the organization...,...that members not only can, but do seek to be morally involved in the organization to which they belong.

At all levels of operation in all subsystems in any educational organization, the person variable in any activity is significant and often critical to the efficient and/or effective operation of that activity.

As has been stated, subsystem boundaries are non-finite and non-specific. Actions and reactions within one subsystem produce actions and reactions in all other subsystems. The pebble in the pond is the usual analogy given for this phenomenon.

Perception

Klein (1970) suggests that perception is predetermined by stimulus variables of many types and from many sources. The major problem in analyzing perception is therefore to discover the stimuli rather than merely to measure the response, and failure to keep the problem in focus will place an over-emphasis on response and not cause. Even when stimulation is not impoverished, perception is the product of a certain intentional state.

Perception is a distinctive kind of experience, different from those of remembering and imagining. It is a matter of dealing with information, but it is also a procedure for collecting and classifying information. Klein perceives the most impressive fact about perception to be its built-in means of effective coordination with the immediate environment. Perception is intensely personal and individual and reflects the nuances of difference between people's judgements about things. Perception is adaptively effective in different ways in different people.

In many current information-processing models, perception is treated as being essentially a process for discrimination; for matching reality with understanding. Perception deals with purposes, motives and intentions of the perceiver and the perceived. We perceive only what we are ready to perceive; complex and/or ambiguous situations restrict perception.

Sergiovanni and Starratt (1971:130) state that: ..."one of the most revealing facts about perception is that it is selective."

Enns (1966:23) adds:

> It would be relatively easy to describe and account for behaviour if it could be assumed that sense data were an accurate registering or faithful reproduction of objective reality "out there" and that behaviour was based upon these data.

Throughout contemporary writings on social psychology there is constant reference to the manner in which persons perceive situations.

Jerome Bruner (Maccoby et al. 1958:85) refers to "perceptual readiness" in perceiving events. In most situations there are many more 'bits' of information to be perceived than one can possibly absorb. The degree of differentiation of absorption of information by different persons of the same event is one factor in accounting for the non-exact perceptions held in relation to that event. Other factors influencing held perceptions include prior acquisition of information stimuli, and attitudes and perspectives previously established based on this prior information.

This degree of differentiation is described by Berelson et al. (Maccoby et al. 1958:81) as being a ..."degree of misperception on the part of some perceivers."

This aspect of "misperception" or perceptive

individuality is significant in eliciting information through perceptions from a number of respondents about any given event or situation.

Bruner (1958) believes that to a great extent, what one perceives is what one expects to perceive: that persons with strong values orientations perceive greater levels of values factors in any given situation than do those with a lesser values orientation.

Perception is an act of mental categorization of an event or situation subject to the assimilation of that "new" perception with preconceived notions, prior knowledge, and established interests and biases which to a greater or lesser extent impinge upon the "new" image. Each new piece of information or experience about an established perception serves to qualify that perception; to change emphases; to reduce uncertainties; to repositioning within categories.

An important additional factor is that much of what is actually perceived is distorted in the interpretation of stimuli and the categorizing of that information. A number of these distortions take place, notably "stereotyping," "halo-effect," "projection" and "perceptual defence." The first three of these, at least, are generally considered in relation to perceptions people have of others. However, these same distortion categories can be used in forming or reforming perceptions about events, situations, information and so on. In a normative organization, these events and

situations generally involve other persons, as the instigators or participants in the particular event.

Stereotyping refers to the group-classification of persons or things rather than the consideration of those factors which specify individuality. It has specific reference to role, class, type, or status. Allport (Costello and Zalkind 1963:25) broadens this explanation to include the concept of a "fixed idea."

The halo-effect, is the use of a general impression, be that favourable or unfavourable, to evaluate specific traits or characteristics. It serves as a screen or barrier to perceiving more accurately, or from 'seeing' all factors and stimuli involved. The halo-effect is often based on past experience and is often a process of prejudging based on past experience.

Projection is a defence mechanism for projecting blame or fault onto others. It is also concerned with the assumption that good and bad qualities of self will be found in others.

Perceptual defence is the process of blinding oneself to information which is either not sought or which is uncomfortable; a process of ignoring information which conflicts with preconceived notions.

Enns (1966:25), refering to the work of Costello and Zalkind in indicating a further component in the formation

of perceptions, states that:

> The characteristics of the perceiver affect the characteristics he is most likely to see in others... that the accuracy of our perceptions of others apparently depends upon our sensitivity to the differences among people.

Within a normative organization, the perceiver is likely to perceive in the actions of others--which in turn affect the operations of the organization--those things which he would wish to perceive based on his expectations for that organization. Similarly he is likely to distort those stimuli which would produce perceptions alien to or less agreeable to the organization than those he would wish to see.

Interpersonal relations within an organization also affect the perceptions people have of the organization.

Further, perceptions will be affected by proximity to the event or situation. Employee perceptions of the department in which they work will tend to be more precise and more complete than those held for other sections of the organization with which the perceiver is less familiar.

One very important aspect of perceptual accuracy is an awareness of the complexity of the process of the formation of perceptions.

Enns (1966) refers to the importance of the adequacy of interpersonal perception in communications. Any number of variables can distort the communication transmission and in

so doing distort the formation of perception. Accuracy in perception is not a single skill, involving single processes.

An individual employee's perception of his own department is likely to be more precise and more complete because of the greater opportunity for first-hand information, than will be that person's perception of the total organization.

The concept of organizational dysfunction which implies stress, strain and tension will be perceived to be greater where the perceiver has some degree of personal animosity with the organization or with (generally more senior) other personnel in the organization. Most organizational internal problems involve communication, intergroup conflict, leadership issues, questions of identity and destination, questions of personal satisfaction and the ability of the organization to provide adequate and appropriate inducements.

Likert (1959) believes that an individual's reaction to any situation is always a function not of the absolute character of the interaction but of the perceiver's perception of it. It is how it is perceived that matters, not objective reality. Consequently, an individual will always interpret an interaction between self and the organization in terms of his background and culture, his experience and expectations.

CHAPTER SUMMARY

This review of the related literature was delimited to those aspects of systems theory and perception which were deemed to be pertinent to this particular study.

A brief account was given of the development of systems theory, followed by more specific reference to open systems as these relate to the normative organization; in this instance, an educational institution. Reference was also made to the relationship between the individual and the work environment through the work of Herzberg, Maslow and others.

The concept of perception was analyzed with some consideration given to how perceptions are formed, and what factors influence that formation. As with the material referring to systems theory, comments on perception were related to the normative organization and the interpersonal work environment.

Both systems theory and perceptions formation are continuous processes based on (in an educational institution particularly) continual interpersonal interaction.

Chapter 3

ANALYTICAL FRAMEWORK

The analytical framework used to undertake this research study was an adaptation of an organizational subsystems model developed by Katz and Kahn (1967). Their work does not relate specifically to educational organizations, but to organizations in general, with an emphasis on the social psychology component within organizational structure; specifically, the equating of the organization's goals and objectives with those of the employees of the organization.

The purpose of this study was to investigate the perceptions held by a specific group of employees about the administrative structure of their organization. These perceptions reflect both the individual's understanding of the organization's goals and objectives appropriate to personal interest, experience and bias, and also reflect his personal needs, goals and objectives as an individual employee of that organization. It is the relationship and congruence between these two sets of goals and objectives which will determine how efficiently and effectively the organization is able to meet its goals and objectives (Stake in Ingram and McIntosh, 1976:Bk.5). If these are skillfully determined based on needs but are not sucessfully achieved by the organization because of serious incongruence between the goals of the employees and those of the organization,

then the organizational output will not be consumed, the organization will terminate, and the employees will become unemployed.

Getzels (Owens 1970:54) refers to these two dimensions as the personal (idiographic) dimension and the organizational (nomothetic) dimension. In an educational institution, it is the relationship between the two which will be critical.

Organizational viability is largely determined by the degree of congruence between organizational goals and employee goals.

The subsystems model as used in this thesis, and in the other studies indicated is extremely useful as an analytical tool, but should not be misunderstood or misused to replace conceptualization as a perceived mental image of a totality.

The organizational subsystems model is a framework or methodology for organizational analysis. Subsystem boundaries are permeable and an important aspect of any subsystems analysis is that the total organization relies on continual subsystems interaction and interdependence to ensure continuing viability and homeostasis.

The application of systems theory to organizations is a useful method of determining the nature of the various component concepts within subsystems, and to observe their

interaction and interdependence. However, the very act of "breaking-down" a system into its component subsystems is to destroy the conception of the whole. The segmentation of the whole into analyzable parts tends to distort or destroy the non-confinable nature of those variables which cross subsystem boundaries. To attempt to classify all organizational variables and interactions into one subsystem or another is to overlook the effect of these subtle interactions and interdependencies between subsystems. Thus, the whole is greater than the sum of its parts. The concept of a system as a total system, is more meaningful than is the concept of a group of interrelated and interdependent but separate subsystems as comprising a total system. Getzels (Owens 1970) succintly makes the point in describing the subsystem parts as..."conceptually independent..." but of the whole as..."phenomenally interactive...."

The organizational subsystems model has been used as a framework to elicit from selected personnel employed by the Banff Centre, perceptions they held about the various identifiable organizational subsystems, for the purpose of collective analysis of these perceptions to conceptualize the organization as a totality.

This conceptualization reflects the collective perceptions of these selected employees, the managerial-administrative personnel, about the administrative organization of the Banff Centre.

The Katz and Kahn (1967:86) organizational subsystems model specifies the following five subsystems:

I. Production: Primary processes.

II. Maintenance of working structure.

III. Boundary systems.

A. Production Supportive: procurement of materials and manpower and production disposal.

B. Institutional system.

IV. Adaptive.

V. Managerial.

The Katz and Kahn model has been modified to satisfy the organizational activity and operations which are involved in the educational process, while maintaining the fundamentally sound basic framework of the Katz and Kahn "manufacturing" subsystems model.

Because education deals with people as the "product" rather than things, the subsystem interactions in educational organizations are more subtle, and subject to a greater number of individual and personal variables. The adaptations of the Katz and Kahn model which follow were each intended to allow for greater emphasis to be placed on particular activities and interaction perceived as being more specifically characteristic of educational rather than of manufacturing organizations.

In a study undertaken for the Yellowhead School Division by Miklos et al. (1971) the Katz and Kahn

organizational subsystems model was adapted as appropriate to an educational organization, in that instance, a school division.

The subsystems used in that model were as follows:

I. Teaching and Learning.

II. Obtaining and Distributing Resources.

III. Relating Schools to the Communities.

IV. Providing Assistance to Teaching and Learning.

V. Adapting to Changing Conditions: Improving the System.

VI. Maintaining and Controlling the System.

Ingram et al. (1975) and Bryce and McIntosh (1976) further modified the model in two research studies on systems analysis of educational institutions, for the Mount Royal College in Calgary and "Project Morning Star" in Blue Quills respectively.

The model used in these studies was as follows:

I. Teaching and Learning.

II. Providing Assistance to Teaching and Learning.

III. Obtaining and Distributing Resources.

IV. Maintenance.

V. Managing and Controlling the System.

VI. Adapting to Changing Conditions - Improving the System.

VII. Relating the Project to the Community.

It is this seven subsystems adaptation of the

original Katz and Kahn model that was used as an analytical framework for this research study of the administrative organization of the Banff Centre.

Some slight modifications have been made to the ordering of the subsystems and to their descriptive titles for this thesis.

The actual model used in this thesis was:

I. Teaching and Learning.

II. Assistance to Teaching and Learning.

III. Provision and Distribution of Resources.

IV. Maintenance.

V. Adapting to Change.

VI. Relationship with the Community.

VII. Management and Control.

The first three subsystems are directly related to the output of the organization, as either the actual product, or in direct support of that product. Subsystem IV deals more specifically with organizational personnel and stability. These first four subsystems are concerned with the internal operations of the organization. Subsystem V, and VI are more directly involved with the external and/or environmental aspects of the organization, while the final subsystem coordinates and has overall responsibility for all organizational operations and activities.

However, all subsystems are concerned with both internal and external operations and activities; all

subsystems affect the supply of resources to the product; all subsystems affect the maintenance aspect of the organization; and all subsystems affect the organization's relationship with its community. The subsystems represent foci for specific types of activity but are not confined within hard and fast boundaries, nor do they represent the point at which the activity and/or influence of one subsystem ceases and another begins.

The analytical framework is a method for coming to a more complete conceptualization of the whole. The viable operation of the total organization is the major objective of any organization, be that manufacturing or educational.

RESEARCH DESIGN

The instrument used for the collection of data was an interview schedule containing two or three broad-based questions appropriate to each of the seven subsystems. These questions were designed to direct the interviewee's thought-processes in a specific direction, but were broad enough and general enough in character to avoid pre-specifying a mode of answering, pre-determining an attitude or position or to indicate any bias, so as to permit each individual maximum freedom to express his/her perceptions appropriate to personal interpretations, interests and biases.

The initial question in each subsystem was designed to have the respondent indicate through the answer given, whether he/she perceived the subsystem to be present. The

second (and where present, the third) question(s) were intended to have the respondent indicate how viable he/she perceived the subsystem to be. Respondents were not asked specifically to evaluate the presence or viability of any subsystem. The degree of perceived presence and viability was indicated in the answers given.

All interviews were tape-recorded to permit greater accuracy in the transcription of responses onto a master-sheet. Responses were grouped according to subsystems, and then appropriate to specific topics within subsystems, such as morale and job-satisfaction within the Maintenance subsystem. Specific topics within subsystems were not predetermined in any way, but gained significance only in the degree to which respondents nominated these as being significant within the subsystem under discussion. In most instances the majority of respondents spoke to the same major topics within subsystems and then, or in conjunction, pursued other areas of personal experience, particular interest or special concern.

The reporting procedure followed in Chapter 4 was to indicate majority perceptions of the subsystem in general or of specifically nominated topics within the subsystem, and to then outline other minority responses given in answer to that particular subsystem.

As indicated at the beginning of Chapter 4, there was much (perceived) crossing of subsystem boundaries in the

analysis of the reponses given. This matter will be dealt with in greater detail in the conclusion section of this thesis.

The author has endeavoured to ensure anonymity of perceptions as given. As indicated earlier in this thesis some slight concern for the confidentiality of responses was conveyed when permission to tape-record interviews was requested. Since respondent perceptions were rarely grouped according to hierarchical stratifications, the reporting procedure adopted was to indicate majority or minority groupings, or to indicate approximate numbers or percentages or respondents holding the same or similar perceptions. Personnel at the Banff Centre may recognize their own or others particular concerns or biases through previous 'airings' at the regularly scheduled meetings or at informal gatherings such as coffee breaks. No responsibility can be taken by the author for this situation.

Formal permission to undertake this study was sought from and granted by one of the Associate Directors, for and on behalf of the Director, (in the latter's temporary absence).

Interviews were conducted during the week immediately prior to Christmas 1976, and during the first week of January 1977. These took from one half to over one hour in duration, dependent upon the degree to which individual respondents elaborated upon and/or qualified the answers

they gave to each of the nineteen questions asked.

Twenty four of the Centre's management personnel were interviewed, the majority holding senior management positions. Those less-senior personnel included represented significant management and/or decision-making positions within the organization and were the most senior personnel available at the time of interviewing. Some senior management personnel were absent on both occasions; others were unavailable for interview on both occasions. Some senior administrative positions were unfilled at the time interviews were conducted.

Interviewees were not randomly selected but were the senior management personnel available at the time of interviewing, and represented as many departments as possible within the Banff Centre, and within the time-frame.

CHAPTER SUMMARY

This chapter included the analytical framework used for the study, and the stages of adaptation from the original Katz and Kahn model, to the actual model used in this thesis.

An outline of the instrument used for data collection was given along with information regarding the reporting of the data, the selection of interviewees, and the time-period in which interviews were conducted.

Chapter 4

RESEARCH FINDINGS

This chapter presents a synthesis of respondent's perceptions as given in answer to the broad questions of the interview schedule.

At the beginning of each subsystem presentation the questions asked appropriate to that particular subsystem will be outlined, followed by the predominant and/or consensus perceptions of the majority of respondents. Other qualifying opinion and explanation of perceptions as given by respondents and as related to the particular subsytem will follow.

The seven subsystems are dealt with in the same order as that previously outlined.

I. Teaching and Learning.
II. Assistance to Teaching and Learning.
III. Provision and Distribution of Resources.
IV. Maintenance.
V. Adapting to change.
VI. Relationship with the Community.
VII. Management and Control.

It is important to note that subsystem boundaries in open systems are flexible, and that many of the activities conducted in one subsystem have a small or large spill-over effect into another (or other) subsystem(s). Similarly much

of the qualifying explanation given in answer to the broad questions of the interview schedule has relevance and appropriateness to subsystems other than the one associated with the initial question. When this crossing of boundaries was major, the information was treated in greater detail in the more appropriate subsystem. There is, therefore, some incidental repetition of information in the analysis of data and its allocation into the appropriate subsystem, just as there is incidental cross-over of activity and responsibility within the subsystems of the total organization.

1. Subsystem I - Teaching and Learning.

The Teaching and Learning activity of the Banff Centre is its "raison d'etre". All other systems and subsystems operate collectively to service this one prime activity which for an educational institution is the product or output.

As indicated earlier in this thesis, the Teaching and Learning activity has certain unique characteristics which place the Centre apart from other post-secondary institutions.

The specific questions asked in relation to the first subsystem were the following:

(i) What is unique about the Centre's Teaching and Learning program?

(ii) How effective is the Centre in meeting its Teaching

and Learning objectives?

(iii) What improvements can be made to the Teaching and Learning activity?

Respondents were virtually unanimous in their preceptions of the first of these questions. However, within general agreement about what factors made the Centre's Teaching and Learning program unique, there were a number of interesting qualifications, some of which had a strongly negative element.

The majority of respondents perceived the Centre to be very effective in meeting its objectives with regard to the Teaching and Learning programs. Again, however, there were reservations as to how well these objectives were met.

As to what improvements could be made to the Teaching and Learning programs, the responses were more varied, and did not suggest a commonly held perception of a particular shortcoming.

Some brief background information is necessary prior to the general presentation of respondent's perceptions.

The Teaching and Learning programs at the Banff Centre (at the time of interview) fell into two major categories.

(i) The Six-Week Fine Arts Summer Schools.

(ii) The Winter session and any current year-round programs.

The major differentiation here is that the Summer Schools cater to approximately twelve-hundred students, while in 1976 the winter and year-round programs had slightly less than eighty students. There are in addition evening community programs which cater to an annual average of between three hundred to four hundred students, predominantly residents of the Bow River corridor. Since the whole concept of the evening community programs is vastly different from those of the two major categories mentioned above, the perceptions elicited from respondents exclude, for the most part, reference to the evening community programs. Some specific comment will be made in the subsystem, Relationship with the Community, regarding these community classes.

At the time of the study, the Teaching and Learning programs could be subdivided into two major and four minor areas of activity.

(a) Visual Arts.

(b) Performing Arts.

(c) Management Studies.

(d) Cultural Resources Management Programs.

(e) Environment Program.

(f) Language Program.

The Festival which represents the culmination of the Summer School activities was perceived by many to be an important teaching and learning exercise. There was much

evidence to support that proposition. Many others, however, considered the festival to be more correctly classified, and to have greater importance, as a public relations and promotional activity, and as such was a service or support function. In this document, the festival in general will be considered in the subsystem Relationship with the Community. Some reference to it will appear in this subsystem.

The conference activity, from which the Centre earns the majority of its revenue, (something between sixty and seventy percent) was not a Teaching and Learning activity of the Centre. Only rarely was the Centre called upon to provide academic and support staff. Conferences buy the use of facilities including accommodation and dining-rooms. As a revenue producing component, conferences will be dealt with under the subsystem Provision and Distribution of Resources.

Most respondents perceived the Summer School programs as representing the culmination of the year's work, or as being the major area of the Teaching and Learning program, and therefore perceptions of respondents which related to or affiliated more specifically with the Summer School program, will be presented first and perceptions which more specifically addressed the winter and year-round programs will follow.

The following is a detailed synthesis of the perceptions of respondents to the questions appropriate to this subsystem as outlined above.

Unique Programs

With a few qualifications, all interviewees were unanimous in their evaluation of the Centre's Teaching and Learning programs as being unique, either to the Canadian scene, the North American continent or the world.

Virtually all respondents agreed that probably the most unique and important single asset to the students study programs was the calibre of the faculty. Because very few full-time faculty were engaged, the Centre enjoyed great freedom in selecting the very best from a world market. One respondent stated that faculty were chosen from hundreds of applicants each year and that in consequence,the choice of particular expertise within any given Fine Arts field was very great. For students who returned to the Centre year after year, the opportunity to work with a range of world-class artisans was described as a "repetitious chance-of-a-lifetime exposure."

The faculty engaged were perceived by almost all respondents to be recognized world experts in their particular Fine Arts field. Some respondents qualified this perception by adding that they believed that the Summer School faculty (engaged for one or both summer sessions only) were of uniformly higher calibre than the few year-round and winter session faculty, in that many world experts were only available during the summer months of the year. A further qualification of this uniqueness was that all Fine Arts programs placed great emphasis on the practical-

professional expertise of both faculty and students, as distinct from an academic- intellectual expertise.

The students were predominantly already qualified practicing artisans, and came to the Banff Centre to add finesse, polish and nuances of professional excellence to their established skills. No respondent saw the Centre's role as one of training the "undergraduate" or for teaching initial skills development in any of the Fine Arts areas. (This does occur however in the evening community programs, but the rationale for this will be discussed in subsystem 6). The emphasis was on the refining of practical technique rather than on academic theorizing. Two respondents made the point that the Banff Centre had built a reputation in Fine Arts' circles on the North American continent which implied that the artist/ dramatist/ musician/ ballerina, who had attended the Banff Centre really knew his/her subject area.

Because the Banff Centre had a name for excellence in Fine Arts' programs, and because it was widely known, and widely advertised that it only employed "top-notch" faculty from the world Arts arena, the demand from would-be registrant students far exceeded the Centre's available accommodation, both dormitory and teaching space. As a result, stringent audition and selection procedures had been implemented so that the most gifted students were admitted to fill the pre-determined quotas in each specialization. This in turn provided the faculty with an extremely high-calibre group of students. As a result it was possible to

obtain a very high standard of output quality.

However, in certain of the arts such as photography and visual communication, where there was an absence of centuries of development and tradition, some difficulty was experienced by the Center in effectively gauging experience and breadth of knowledge of techniques. As a consequence some programs in past years had been seriously retarded through having students with inadequate prerequisite skills. Such a situation was unsatisfactory for other appropriately skilled students and for the faculty concerned, and could (it was perceived) damage the reputation of the Centre. The great majority of respondents expressed concern for continued vigilance in the area of student selection as essential for maintaining existing high standards.

Degree Granting

The Banff Centre is not, and was perceived would never be a degree-granting institution. Although transferrable credits were available in certain subject areas, the Centre was not considered to be competing with or paralleling the work of the universities and the various other tertiary educational institutions of the North American continent. Many of the upper-echelon managerial personnel made the point that the granting of degrees and/or other formal qualifications predetermined standards of achievement and would greatly reduce the Centre's present flexibility and seriously narrow its scope. One Associate Director stated that external standards of that nature were

absolutely foreign to the educational concepts and tradition of the Centre. It was well-nigh unanimously perceived that the calibre and type of program offered at the Centre was absolutely unattainable at any university. (Some qualified, "on the North American continent").

The physical setting of the Centre was seen by many to be one of its unique assets, with specific significance to certain courses such as photography and painting. Further references to the physical environment will be made in subsystems II. and VI.

Scheduling

Teaching and learning programs were perceived as being more than merely instructional since facilities such as laboratories and studios were available to students twenty-four hours per day, seven days per week. Certain courses were structured around the "total immersion" technique. Some concern was expressed that though Teaching and Learning programs were conceptually excellent, from a purely practical standpoint there were many serious shortcomings. Some middle-management and management personnel felt that both Summer School and the few year-round faculty were greatly overworked, so that by the end of either season they were intellectually and physically "burnt-out." It was believed that the administrators of the Centre were simply unaware of the pressures placed upon faculty, who were often virtually "on-call" twenty-four hours per day. It was considered that this constant exposure was deterimental to

the continuing quality of course content, and to the interpersonal relationships between faculty and students, and therefore to the total effectiveness of the particular Teaching/Learning programs. It was further argued that certain courses were so intensely organized and so demanding of student's time and resources, that the students also became over-fatigued and thus instruction could not possibly be optimally efficient; that for the students, a more complete experience through association with some of the many other Arts activities operating simulataneoulsy was impossible because of over-scheduled time.

The converse arguement was presented in less detail by another respondent who suggested that the tightly-organized schedules in certain courses provided students of this standing with the maximum opportunity to discover the nuances of their particular Arts field. One senior management person qualified that the twenty-four hour day operation of the Centre's facilities provided the students with unprecedented access to their work. It was believed that when the students were obliged to make such a large financial outlay to get to the Centre, to be accomodated, and to engage in expensive courses, the Centre must ensure that they (the students) have the freedom to work when they want to, or as they feel the need to create. Other positive comment for intensified programs addressed the concept of striving for technical and aesthetic excellence in the absence of external or worldly interruptions. One respondent

abhorred this pressure as "dehumanised, insular artistic asceticism."

It was also felt that students did not have the opportunity to experience other art forms as an important and necessary adjunct to their own speciality. For example, it was suggested that artists (painters) ought to understand the concepts associated with photography, ceramics, weaving and ballet through personal experience, to aid their appreciation of spacial relations, texture and movement as other related concepts. This same cross-fertilization was seen as being equally important for all students in all subject areas. All of these associated art forms were operating simultaneously but the problem of allowing students to utilize these had not yet been solved.

Over-crowding

A further negative comment on Teaching and Learning programs in general, was that there were too many students "crammed" into too many programs. That a level or degree of mediocrity was "built-in" to too many courses because of over-crowding, and that the Centre was sacrificing quality in an attempt to help balance budgets with student's fees. Alternatively, many considered that the breadth of program and course offerings, and the general flexibility of the Centre's approach to Teaching and Learning, and it's ability to institute new courses "at the drop of a hat," was a major credit in the student's favour.

Because of the very high standard of individual student abilities, the tuition process was perceived to take on a very individual nature. Many saw this aspect as being highly desirable, particulary in the Visual Arts areas. Those more closely associated with Performing Arts considered that this same personal attention was available to participants in group work such as chamber music, ballet, theatre and opera where the very nature of the learning concepts required intense interpersonal interaction.

The face-to-face contact both formal and informal, with world-renowned experts was generally considered to be one of the chief gains for the student. One respondent referred to this as a master-disciple relationship, while others made reference to the great art and music schools of Europe in earlier centuries. The fact that faculty were perceived to be "practicing artisans rather than cloistered academics" caused them to be seen as truely resource people and not merely instructors. As professional artisans they were aware of the importance of the market place, and this marketability aspect of skills-development was seen by many to be an area ignored by Universities and Colleges.

An unintentional spin-off of the marketability aspect was the excellent opportunity students had to be offered career positions in ballet troups, orchestras, drama groups, various studios and the like by their instructors. Again, since the majority of the faculty were predominantly engaged in the "doing" rather than in the teaching of Fine Arts,

they had in most instances, access to the work facility, and many were perceived to have recruiting authority.

It was stated that individual managers were responsible for developing the range of courses to be offered by their particular division, subject to budget restrictions, while the faculty engaged had the prime responsibility for individual course content. Some Banff Centre administrative personnel were considered by some respondents however, to have more input into this area than was considered desirable in the interests of both course content and public relations with both faculty and students.

Pre-packaged programs were perceived by two respondents to be of more direct benefit to the administration of the Centre in terms of organizational expediency and efficiency than to the students, for whom the prepared program outlines and predetermined stages of content and progression had a stultifying effect on creativity. Pre-packaged programs were considered to subjugate the needs of the students in favour of the needs of the administration.

Evaluation

It was mentioned earlier that Festival was considered by the majority of respondents to be the culmination of the Summer School activities, and some saw it as the culmination of the year's work, since in many departments, much preparation for the Summer School programs was done during

the fall and winter terms. Some believed that to direct Teaching and Learning programs towards a Festival performance was in fact a measure of goal-displacement, since the student's reason for being at the Centre was to develop finesse in established skill areas, and not to prepare a "product" - be that ceramics or a theatre production - for show to the general public. It was stated by five respondents from all levels of the (interviewed) hierarchy that many of the greatest learning experiences were the mistakes and the errors, but that to display these learning experiences would be bad publicity for the Centre. Too many people it was perceived gauged 'learning' by success, when in fact it could be argued that more worthwhile information was learned in failure. It was further suggested that there was an unwritten and unstated requirement of faculty to produce visible output, and that in many courses, too much of the program content was geared towards the preparation of a high-quality product for display or presentation in Festival week. It was suggested that the orientation of all classes ought to be: "Don't show me what you can do; show me what you can't do." The Centre ought to be secure enough and understand its philosophy well enough, to not need to justify its existence through a public display of excellent work, when the real learning programs suffered to produce this excellent display, it was stated.

The positive response to this aspect of the Centre's

activity was that any study program should have a point of culmination evaluation, and that all students needed to have goals and standards set, which must be seriously attempted. Although it was generally recognized that Festival was an excellent and important public relations exercise, there were real learning experiences to be gained through public performance and public display. Pressures placed on students to produce, and to produce quality were one aspect of the market reality which was an important component in all of the Centre's programs. This respondent stated further that an operatic performance was the end of the (opera) course, and that without it, the course would be incomplete, and the student's learning program would be similarly incomplete. Learning to produce in front of a critical audience and learning to empathise with that audience was considered by some respondents to be either extremely important, or essential for the stage performer. This analogy was extended to include other arts areas as well.

Winter and Year-Round Programs

Specific detail of internal course evaluation was not given by any respondents, other than recognition that this was the responsibility of individual faculty.

In the light of the foregoing, it can be seen that some respondents had qualifications to make as to how well they perceived the Centre to be meeting its objectives in relation to the Teaching and Learning programs. For others, the above comments represented areas where it was considered

improvements to the existing Teaching and Learning activities could be made.

The great majority of responses to the questions asked related to the Summer School programs, and in many instances clarification was sought as to how (or whether) responses given were appropriate to the winter and year-round programs as well.

Approximately half of the respondents considered that the winter and year-round programs did not draw the same universally high-calibre student, or the same international faculty, since in both areas, these personnel were not available to the same extent as for the summer period. Five or six respondents questioned the ability of the Centre to extend the Summer School experience to become a year-round Fine Arts program as was envisaged. They questioned the Centre's ability to attract the students and faculty in appropriate numbers while maintaining the present high standards. Some few others questioned the ability of the faculty to produce the high quality course content continuously over a ten or twelve month period. Three or four persons believed that the present mix of conferences, management studies and fine arts ought to be basically retained.

The total number of year-round and/or winter session students was currently slightly fewer than eighty, whereas the annual Summer School enrolment was in excess of twelve

hundred. A few respondents felt that it was difficult to make realistic comparisons between the two programs because so many of the variables were completely different.

Evening Community Classes

Approximately half the interviewees believed that the Centre was unlikely to attract many more Banff residents to the evening community programs and that little more in this area ought or could be done. Two or three perceived that community interest was developing continually and that these courses would continue to expand.

More will be said about evening community programs in the subsystem dealing with the Centre's relationship with the community. Those respondents who considered the Centre's objectives to the Teaching and Learning program in relation to evening community classes, stated that the standard of program and the calibre of student were poorer in quality than were those factors in the Summer School programs. This same poorer quality and less effective achievement of objectives was considered by these respondents to similarly apply to the year-round programs, though not to the same extent. Fears were expressed by some that this would not change dramatically when the year-round Fine Arts school was instituted, whereas others were confident that within a few years of the implementation of the year-round programs, the present disparities would disappear.

All respondents saw the Centre as being in a phase of

transition. About eighty percent of respondents seemed to feel general satisfaction with the planned changes, though as has been indicated, many expressed concerns about particular aspects of the existing Teaching and Learning programs. Some further qualification to this section as the 'output' function of the organization will be presented in dealing with the other six subsystems.

Subsystem II - Assistance to Teaching and Learning

The focus of this subsystem is on those factors which directly support the teaching and learning activity as the primary task of the organization.

This "assistance" incorporates both physical and operational factors. Physical facilities include workrooms, classrooms, library, theatres, dormitory and dining-room accommodation, and the comfort and convenience which these things provide, while operational facilities include all administration procedures such as registration procedures, student and faculty auditioning and/or screening, personnel and student welfare services, and countless other small but important functions which collectively ensure an emotional and physical environment that is conducive to the achievement of optimal professional development in the Teaching and Learning programs.

The questions directed to interviewees appropriate to this subsystem were:

(i) What assistance does the Centre provide for its

Teaching and Learning programs?

(ii) How effective do you perceive this assistance to be?

After making specific mention of the importance of expert faculty, the general perception of physical facilities was that they were excellent. However, twenty persons acknowledged that certain departments were less well-equipped than others, and mentioned the need for a recreation complex. With regard to operational assistance there was considerably greater diversity of opinion as to how well or how poorly the Centre provided assistance to students and faculty.

A similar disparity was registered to the question directed to the effectiveness of those support functions perceived to be offered to assist the Teaching and Learning programs.

Centre as catalyst

One of the senior administrators encapsulated the comments of many respondents in his description of the Centre as being a catalyst to the Teaching and Learning activities of faculty and students respectively. This comment was qualified by adding that the majority of the mundane external concerns had been successfully and/or adquately taken care of; for example, because the food was inexpensive and nutritious, students did not need to go down to the town to supplement their diets or their tastes.

Therefore students could devote their time and energy to the study task entirely, rather than concerning themselves with "Herzberg-type" hygiene factors, it was suggested.

Many respondents considered that one of the most important ways in which the Centre assisted the individual student in his learning program was in the provision of opportunities to mix with fellow students of similar interest and ability and that one of the best learning experiences was the pitting of oneself against the expertise of one's peers; the Centre's students were predominantly already skilled, (if not expert at their particular craft or arts field,) they provided a unique learning environment which few, if any, other educational institutions in the area of Fine Art could match.

Psychological Anticipation

Although faculty will be considered predominantly as a resource in this organizational analysis, many respondents made specific reference to faculty in answer to the question appropriate to this subsytem.

Comments about the quality and stature of faculty as teaching and professional artisans was for the most part directed to the Teaching and Learning subsystem questions.

In reinforcing earlier remarks made about the importance of expert faculty, many respondents spoke of the reputation the Centre had gained (a few qualified this as being "international") because of its "top-flight" faculty

and the consequent quality of the work produced by the "top-flight" students. This relationship gave an enormous psychological boost to both students and faculty entering the various programs. Both came to the Centre, it was perceived, with an air of positive expectancy and a feeling of anticipation that the programs in which they would be engaged would be positively stimulating and very productive. This psychological attitude was considered by many to be of significant assistance to all involved in the Teaching and Learning programs.

Next to expert faculty, the majority of respondents considered the greatest assistance to the Teaching and Learning programs to be in the provision of excellent physical facilities. Most respondents immediately referred to the excellent and fully-equipped theatres and the new visual arts wing. There were, however, comments about the inequality of facilities available throughout the Centre's teaching areas. Particular mention was made of the photography department and shortages of music practice and rehearsal rooms. Equipment within all teaching areas was again described as very good but there was need to update or initially acquire equipment appropriate to the needs of the students and faculty in certain departments.

Comments regarding the library were mostly negative. Remarks about the "absence of a library" indicated that at least two respondents were unaware that such a service in any form existed. Some respondents spoke of the poor and

inadequate range of suitable texts available. One described it as having the appearance of a second-hand bookshop; new books were believed to have been purchased with the overdue fines and the petty-cash.

Scholarships

Scholarships offered by the Centre, which one respondent estimated to be of the value of $75,000, were perceived to be of significant assistance to a great number of students. It was considered by another interviewee, however, that this money (perceived to be predominantly gifts) ought to be invested annually and that scholarships be awarded with the interest that accrued.

One third of respondents believed that the accommodation offered to students and faculty was excellent in relation to the per-unit cost and the individual's requirements. Others, however, spoke of overcrowding, particularly during the summer months, and of the inadequacy of sound-proofing; there had been complaints from both faculty and students in past years. It was stated that current renovations included sound-proofing in certain dormitory wings.

Mention was made of the lack of appropriate and adequate faculty housing by at least five people. The Centre was criticized by some respondents for "poor physical living conditions" when teaching programs were considered to be so good. The administration had failed to maintain a balance

between the two it was stated.

Festival

The Festival was described by about one third of respondents as being of significant assistance to Teaching and Learning programs whereas others perceived it to have just the opposite effect. Those who believed Festival made a positive contribution considered that students were made aware that they were working towards a point of final evaluation in their courses which involved a public display, be that in the form of an art show, a theatre production or something else.

The student's knowledge of this performance requirement was considered to be a significant motivator and incentive to strive for personal and/or collective excellence. These people believed that this type of culmination exercise was an essential aspect of the learning program for the aspiring or practicing artisan.

Three or four respondents described the whole concept of display as a false learning goal; too often this involved some degree of "faking" to satisfy a "non-artistic public." These interviewees considered that the Festival involvement placed an unwarranted strain on students, the preparation for which tended to interrupt the real and continuous learning process. There the Festival was viewed as an impediment rather than an assistance to teaching and learning.

The twenty-four hour accessibility to studios and work-rooms was considered by some of the senior administrators to be of great assistance to the students, and a feature unique to the Banff Centre. It was described as providing the opportunity to "create when the spirit moved."

The campus shop was perceived to have been previously both poorly stocked and too expensive. However, it was now in the process of being refurbished and it was hoped would no longer be the source of student frustration and administrative embarrassment that it had been in the past.

Operational Administration

The administrative organization as it affected the student was perceived by at least twenty-five percent of respondents to be of insufficient support for the learning programs. Registration procedures were criticized as being unnecessarily complex and (one respondent believed) elicited information from students of which the Centre made little or no use. The lack of a photocopy machine for student's use was described as an unnecessary "anxiety," and encouraged students to try to use the office machines. Student services in general were variously described as "non-existent," "atrocious," "poor" and "improving." The recent appointment of a Student Services Coordinator was seen by most to be a positive step towards dealing with a perceived problem area. Senior management personnel in particular referred to his

presence and indicated that much activity on behalf of students was now being attended to.

Orientation information for both students and faculty was considered to be poor. Student personnel services were described as inadequate. Few respondents knew of specific activities conducted by the Centre to assist students to settle in, to develop a social empathy with the Centre, or to promote social interaction.

One respondent believed that there was much student suffering because of poor administrative support services and that this was a state of ignorance of need on the part of administrative personnel. These administrative annoyances and oversights were perceived to be very detrimental to student's learning programs, both through physical inconvenience and mental anxiety.

Meals provided by the centre were perceived by virtually all respondents to be of good quality, inexpensive, and of fair to good variety. Two people commented on the need to change the meal-ticket procedure but no suggestion was given as to what change ought to be made.

One of the Associate Directors explained that the need to ensure that all programs were fully enrolled forced the Centre to continually evaluate the quality of both presentation technique and content. Another administrator commented that since teaching programs were as good as they

were, it followed that support services were appropriately satisfactory. There were one or two areas where more could be done, but by implication the assistance the Centre provided to its teaching and learning programs was good.

One of the managers countered this comment by stating that the Centre didn't offer the quality it might because it's programs were too diffuse which spread expertise too thinly. Another believed that the Centre was trying to do too much with too few staff and insufficient money; as a result the faculty were over-worked, and the students received a poor quality of teaching programs.

A more "open-line" between Summer School faculty and the Centre's administration was claimed to be essential if the annual communication gap was to be closed. Those who "do it" and those who "run it" were described as being "poles apart." It was perceived that this difference in approach could not possibly assist the student's studies.

A number of respondents believed that many of these student and faculty frustrations required a change of attitude on the part of the administration, an awareness of the needs of students and faculty in these areas, and appropriate decisions and policies to rectify this situation. It was perceived that many of those would cost little or nothing to implement, although they may entail some measure of initial inconvenience. It was further perceived that many measures would need to be taken to

assist both students and faculty to create a happier and more productive environment.

Another respondent mentioned the need to be able to devote more time for personal consultation with staff and students because the growth of the Centre had reduced the intimacy of the entire operation.

It was believed that faculty could better assist students with their studies if they (faculty) had more time to pursue their own projects and were allowed more time away from student contact. Greater opportunities ought to be provided for guest instructors which, it was perceived, would greatly assist the learning programs of the students. A figure of seventy percent use of regular instructors and thirty percent of guest instructors was suggested. In this way, students would gain from a different approach, and permanent instructors could mentally refresh themselves.

A further perceived short-coming was that often there were wide philosophical differences between faculty in the same arts area and that this sometimes led to difficulties in working together. Occasionally faculty were very narrow in their approach and attitude to their work, one respondent suggested that "their" way was the right way. This also restricted the student's creativity.

The environmental setting of the Banff Centre was mentioned by the majority as being of great assistance to any teaching and learning program. Some students and faculty

returned year after year to be in the mountains.

Subsystem III - Provision and Distribution of Resources

This subsystem is concerned with the procurement of resources to ensure the achievement of organizational goals and the survival of the organization through the planned distribution of those resources to the various component parts of the organization.

The resources to be discussed in this subsystem are more specifically financial and human. Financial resources involves the acquisition of monies from various external sources to ensure the economic viability of the organization. Human resources refers to the procurement and utilization of administrative, academic, clerical and service personnel for the effective and optimally efficient conduct of the organization. Interaction in this subsystem is both inwards- and outwards-looking with regard to resources.

The questions asked of intevievees appropriate to this subsystem were:

(i) Does the Centre obtain adequate resources for the conduct of its various programs?

(ii) What deficiencies (if any) do you perceive in the provision of resources?

(iii) How effective is the Centre in the distribution of these resources?

The majority of respondents perceived that the Centre

was extremely successful in the acquisition of expert faculty from virtually all over the world as tutors and instructors for its various programs and that the Centre was well served with janitorial and kitchen staff. However, there was less unanimity with respect to clerical and middle-management personnel, and a few respondents questioned the wisdom of having administrative personnel who lacked personal skills and/or training in Fine Arts holding positions of authority in these teaching and learning departments. There was a perceived imbalance of input into Teaching and Learning programs with an excess by the administrative, non-expert department heads, as against the expert artisan-instructor.

With regard to finance, it was unanimously perceived that the acquisition of funds had been greatly improved since the arrival of the present Director, notably in the area of Provincial Government Contributions where the figure had risen from approximately two percent to approximatley thirty percent ($1.8 million) for the current year. The majority of respondents recognized the importance of and need for the approximately sixty percent of the Centre's revenue which comes from the activities of the Conference division. Some concern was expressed about the possible displacement of goals away from the Fine Arts area which was non-economic in operation, towards the conference division which provided the operating cost of the Centre for the greater part of the year. The Centre was, and would continue

to be a "School of Fine Arts" and "Centre of Continuing Education" rather than the "Banff Conference Centre."

To the question of possible deficiencies in the provision of resources, three or four people mentioned the fact that a new lease was currently being prepared which would alter the operation of the centre from a predominantly Summer School Fine Arts Centre to a year-round Fine Arts Centre. Such a change would entail the raising of the present Provincial Government grant from approximately one-third of the Centre's opeating costs to approximately two-thirds. This proposed increase in Fine Arts activity would naturally decrease the amount of time the Centre's facilities would be available for the Conference division and therefore a consequent loss of revenue from the Conference division would be sustained. Some respondents saw this situation as potentially critical for the future stability of the Centre. These respondents qualified that the demand for conference space was stable whereas the student response to year-round Fine Arts programs was yet to be determined.

While all respondents perceived that current sources of revenue were considerably improved over those of past years, a few considered that more specific approaches ought to be made to both multi-national corporations and private enterprise for monetary or material gifts to the Centre. These gifts cculd be used to overcome serious shortages of physical facilities, notably housing for administrative

personnel, visiting faculty and V.I.P. visitors, and a recreation complex. Many respondents recognized the entrepreneurial role of the Associate Directors, however one suggested that a particular person, or a mini-department ought to be set up to seek financial aid for specific equipment for the Centre: a dark room for the photography department, new enlarging equipment, or a camera or two. A number of respondents believed that much more could be done in obtaining resources. One senior executive considered that too much modern equipment removed the need to be creative and pioneering.

There were many qualifications expressed about the distribution of both financial and human resources; these were both positive and negative in character varying from a considered "fair" and "equitable" distribution of both, to a perceived "unfair" and "inequitable" distribution of both, whereby some departments were perceived to be extremely well equipped with both personnel and facilities, whereas others were poor by comparison. One respondent considered that allocation of resources was based on either nearness to the "real" decision-making levels of the administration or on the principle of the "squeaky wheel getting the grease."

Another believed that allocation was based on a false assumption of needs and that philosophies on resource distribution were in dire need of re-appraisal.

Financial control was described by one respondent as

having been streamlined to the point of now being very efficient. Some others believed however that too few of the Centre's administrative personnel had adequate formal training in accounting and budgeting procedures, and that the Centre's finance systems were far from adequate for the size and diversity of the Centre's operations.

One respondent described the present accounting system as archaic in that it had not only failed to keep pace with the developing complexity of the Centre but was in fact now completely inappropriate in form and structure for the type of control that was needed.

A number of people described the departmentalization of the Centre into separate and financially autonomous units as a major step forward in decentralizing decision-making control away from the Director and the Associate Directors. Two department managers were satisfied with the budgetary freedom and responsibility that had been delegated to them, particularly in the determination of monetary allocation within their own departments. Another indicated, however, that although budgetary responsibility had been delegated down from higher levels of the hierarchy in theory, in practice managers were not only obliged to work within quite rigid guidelines but that some of the "lower-level control" was still very firmly held by the senior executives, particularly receipts and expenditures. One respondent believed that only the drudgery and the hard work of budget control had been delegated and that actual control still

rested with the appropriate Associate Director.

Some respondents believed that there was inadequate finance allocated to programs or departments and that budgetary controls were too rigid, forcing faculty on occasions to pay for some essential teaching materials themselves. The administration was described by two or three respondents as being "remote from the actual classroom situation" when it came to budgeting. Others spoke of a fundamental inability of the administration to appreciate the need for financial flexibility when dealing with artists.

Faculty had been known to go to janitors, technicians or groundsmen for assistance with particular problems because "reasonable requests" of administrative personnel had been disallowed.

Conference contributions

All of the twenty-four respondents were aware that the bulk of the Centre's operational costs were earned by the Conference division which was described as having high earning capacity and small expenditure as against the Fine Arts programs which had small earning capacity and very high expenditure. The fragile nature of the Centre's financial state was outlined by one of the senior executives in describing the effect of conference cancellations. These were caused by factors beyond the control of the Centre, such as air strikes, insufficient registrants, or bad

weather which had on occasions prevented groups from arriving.

The Centre was described as having much internal flexibility, particularly with regard to clerical staff, for temporary transfers from one department to another to meet dead-line pressures. However, another respondent considered that there was much inter-departmental competition; that the Centre had resources which were not adequately shared. Faculty engaged by one department were unavailable for use in other departments. ..."our selfishness keeps us apart and will not allow us to achieve our potential."

A number of respondents considered that faculty were overworked and that as a resource they were being "burnt-out." Because of past successes the administration was accused of a "let's do more" attitude, but that this "more" was extra work for the same faculty. Some respondents feared that unless the Centre drew-up a new policy with regard to the working conditions of faculty, both summer school and year-round, the Centre would develop a reputation for inconsiderate treatment of its staff, which in turn would lower standards in all departments.

Accommodation

The lack of satisfactory accommodation for faculty, particularly those with families, was considered by some respondents to be a factor which militated against getting optimal effectiveness from faculty. Other respondents made

similar comments with reference to permanent administrative staff. The lack of adequate housing both at the Centre and in the Banff town was blamed for the high turn-over in middle-management and clerical staff particularly. More staff would consider permanency of employment at the Centre if better housing were available. Some respondents believed that many excellent faculty would not return in subsequent years because of poor accommodation. Others pointed out that some faculty returned year after year because of the excellent working conditions, the general environment and the calibre of students.

Subsystem IV - Maintenance

The maintenance subsystem is directed towards maintaining stability and predictability within the organization and the development of an individual organizational identity. The dynamic is to preserve or maintain a steady-state of equilibrium. In a healthy, viable organization this generally takes the form of preserving the patterns of existing relationships by making internal adjustments to cope with internal or external changes affecting the organization. This homeostasis is closely associated with the total maintenance concept.

In open systems such as educational organizations, maintenance has much to do with the needs and relationships of the personnel and functions as a support subsystem.

Maintenance is concerned more specifically with the

needs of the organization's human resources and is concerned with morale, job-satisfaction, job-clarification, a sense of identity with the organization and an empathy between the individual and his job. Maintenance is associated with the individual's need for self-esteem and with his striving towards self-actualization.

Organizational identity is strongly associated with the deliberate and systematic steps which can be taken to ensure that the unique characteristics of the Banff Centre are not only maintained but are further clarified and developed.

Owens (1971:56) suggests that:

> ...although there appears to be no direct relationship between morale and organizational goal attainment, ...it is probable that adequate attention must be paid to the basic social system needs of the organization as a prior condition of effectiveness.

This clarification and development, it is suggested, will come largely through the attitudes and perceptions of the personnel. Positive attitudes will likely lead to greater efficiency and effectiveness of operation.

The questions asked relating to this subsystem were:

(i) What steps are taken by the Centre to ensure organizational stability?

(ii) What actions are taken by the Centre to develop job satisfaction, pride of association and "esprit de corps?"

(iii) How effective is the Centre in this area of its

operation?

The answers to these questions tended to be either strongly positive or negative. Relatively few respondents held to a middle ground. Interviewees tended to perceive that either much was done or that very little was done in the general area of organizational maintenance.

All respondents acknowledged that the Banff Centre had made a unique name for itself in the world of Fine Arts. Some regretted that the name of the Centre had been changed to exclude the words "Fine Arts" in that they perceived that only those who had had prior association with the Banff Centre would know that it was a "School of Fine Arts:" that the present title of "Banff Centre" could mean anything to those unfamiliar with the nature of its operations.

Those respondents whose perceptions of current organizational maintenance tended to fall toward the negative end of a continuum believed that the Centre's administration did very little to improve job satisfaction, morale, role clarification or "espirit de corps." Those who adopted a more positive approach tended to agree that much more could and should be done in this general area.

Affiliation/Alienation

Many respondents in the upper-echelon of the administration believed that much was already being done in the overall area of organizational maintenance. The reorganization of the organizational structure into semi-

autonomous departments was seen by about one-half of the respondents to have provided employees with the opportunity for a closer affiliation between their individual work effort and the activity of the particular department. However, a number of other respondents felt that just the reverse had been the result. Many employees felt alienated from the Banff Centre as a total organization and, encased within the operations of a single division which had little interaction with other departments, there was little opportunity to interact with the rest of the organization within the work context.

Aside from actual organizational changes of this type which were more specifically geared towards efficiency of operation, or to the Teaching and Learning programs as the "product" of the Centre, most respondents believed that very little was done by the Centre to specifically deal with job-satisfaction, morale or affiliation.

A number of respondents believed that the Centre was still small and informal enough for personal contact and for an awareness of the personal concerns of employees to be known to all. As such, problems and needs were seen and dealt with at a personal level as they arose. The same respondents perceived that the internal communications procedures were "thoroughly adequate" for keeping everyone informed of what was going on in any department and of the activities and decisions being taken by the organization at large.

The Banff Centre was described as a fraternity in the sense that it had a personal regard for the welfare of every employee. Another spoke of it as "one big happy family" even though there had been great expansion of the operation in recent years.

Not all members, however, shared that same optimistic view. Another described the Centre as having a remarkable opportunity to get a real commitment from its staff. Although the environment was excellent, the activities were exciting, and the quality of its programs could hardly be bettered anywhere, yet as an organization..."the Centre is chronically unhappy."

At least two thirds of the respondents considered that morale was low and about half felt that frustration was high. Some described morale as fluid in that it tended to rise and fall, subject to internal crises. Some believed that morale was "improving all the time," and others described it as "good" and "quite high," or "appalling" and "chronic."

One respondent believed that the upper-echelon personnel were sincerely unaware of the low state of morale, and that the Centre did not really seek feedback from the staff. This comment was qualified by adding that the administration may be afraid of what it might find. The directors' doors were supposed to be open for discussion with him on any matter whatsoever, but it was perceived by

some respondents that this was not the case in fact; the line of communication for complaints was up through the various levels of the hierarchy and that at any point, communication could be distorted or cut off at will.

Communications

The Communications Department was described as being misnamed and misplaced, in that its functions tended to be external rather than internal, and that having been pushed off into a dormitory wing, it was very much "out of sight, out of mind." It was considered by a number of interviewees that "Communications" should have an open office in the centre of the main building, for maximum accessibility to all that went on in the Centre as communications "input," and for the more convenient "output" of that information to all parts of the Centre.

In general the majority of personnel believed there should be more specific information on all aspects of the Centre's activities, and that this information should be more readily available and more complete.

Some other respondents felt that communication procedures had not been formalized. One person stated that the receipt of information from the wrong source or by the wrong method could be very disturbing, and was perceived to be a source of great unrest.

Regularly scheduled meetings were considered by some upper-level administrative personnel to provide adequate

opportunity for the dissemination of information, both general and specific, and for the airing of misunderstandings. It was stated that the machinery for ensuring that all employees could be well informed on the "public" information and activity of the Centre was established.

Concern was expressed, however, that effective meetings were reliant upon staff not only divulging the information they had, but in providing it in a factual and complete form. An opinion was expressed that too often the information given out at a meeting was what that meeting's members would expect to hear, whereas that divulged at coffee sessions sometimes had a changed emphasis.

Some middle-management personnel believed that there were too many meetings and that not enough "real" work was being done by the senior executives. Too often middle-management staff were required to make decisions which were not within their defined responsibilities, and besides causing unnecessary tensions, there developed the belief that they were being underpaid for responsibilities for which they were held responsible.

Overtime and Salaries

There was strong feeling amongst many of the non-executive personnel interviewed that time-off in lieu of paid overtime was an unfair form of reward for additional hours worked over and above the normal work-week because in

many instances, there was no real option as to whether the overtime would be worked. It was stated that many people were obliged to work overtime where pressure to meet dead-lines was involved. A number of respondents believed that there ought to be a choice between being paid for overtime or taking time-off. Some considered the administration was taking an unfair advantage of the whole overtime question, since employees were hardly in a position to refuse to work overtime when work dead-lines had to be met, and that to do so would be to jeopardise future promotions prospects. One respondent described it as a form of "professional blackmail," while others variously described the Centre's attitude to the whole question of overtime as "inappropriate," "apathetic," or "negative."

It was also felt by two or three employees that there were serious inequalities in salaries where equal work was involved. The Centre did not take account of years of service or the accumulated experience of present employees when new staff were employed, it was claimed, and a formal structure to outline pay scales in relation to particular jobs was required.

The departmentalization of the organization was seen by many to have dislocated the organization from a human relations standpoint. Decentralization into individual departments had left many people with the feeling that they were working in a vacuum and that they now had an affiliation more with a particular department than with the

Centre as a whole. This action had caused a degree of role ambiguity and had split the "one big happy family" into many small isolated and seemingly autonomous segments, successfully dissecting the social structure of the Centre into a number of separate cliques.

One respondent believed that the Centre had been degraded to become almost the "average educational institution" where people were put into jobs and then ignored. The belief was held that the decentralization of control had removed much of the pressure away from the senior executives, and had placed it all at the managerial level. This had tended to increase the tension and pressure and to decrease the level of morale at the managerial and lower levels of the Centre's operations.

One other respondent spoke of an organizational anomaly whereby one level of the administration attended to the planning process, while another level was responsible for carrying out the decisions and being accountable for those policies into which it had had little or no effective input.

Turnover of Staff

Some respondents felt that staff-turnover (particularly at the middle-management and clerical levels) was abnormally high while others considered this to be a symptom of Banff as a tourist town. One interviewee stated that the Centre deserved a high staff turnover because it

treated people as "being temporary," and assumed that they would not stay for more than a year or two. Others stated that while the shortage of reasonably-priced quality housing continued, the Centre would not be able to retain many "permanent" staff.

Faculty were considered by many to have much freedom and therefore satisfaction in the development of the content their own courses, with a minimum of interference from administrative personnel. However, it was stated that only one of the administrative staff had specialist artistic abilities in the arts areas for which they were responsible. Because of this, some others perceived there was too much intervention from administrative personnel into course development.

The Centre's courses were considered by virtually all respondents to be free of interference from external educational bodies such as Universities, the Department of Education, or Ministers for Education in the matter of content, conceptual framework, level and type of assessment/achievement. This was perceived as giving faculty great scope for experimentation and creativity.

Affiliation and Job Satisfaction

The upper-echelon of the administration believed that much was done to develop in staff a sense of job-satisfaction, affiliation and empathy with the Centre through the offering of cut-rate access to courses,

concession price admission to concerts and theatre productions, and general proselytizing about the Centre's activities. Opportunities were provided to discuss the nature and content of courses and Centre policy at regular staff meetings. A number of other interviewees made mention of the inexpensive and good quality meals and free coffee as an important perquisite to staff. Very inexpensive accommodation was available to those with special needs in that area. These factors all assisted in building job-satisfaction, morale and a sense of identity with the Centre, it was claimed.

The orientation programs some departments were developing for the express purpose of keeping the staff of the Centre informed were mentioned as important steps taken to deal with job-satisfaction. Specific programs and activities of this nature were officially open to all staff who could be spared and who may wish to attend. This was considered to be a positive reinforcement for those staff released to attend, but was a source of frustration and negative association for those who "could not be spared."

As alluded to earlier, it was believed by some that many middle-management and clerical personnel had little real commitment to the Centre, and that for many, working at the Banff Centre was just a job. A factor adding to this lack of commitment was the much greater range of perquisites available to the upper-management level administrators, such as dental care. Some spoke of a widening gulf between the

"workers" and the "bosses" since the decentralization/departmentalization changes. There was a perceived inability for employees to rise through the ranks beyond the "manager" level, and it was believed that the Associate Director personnel would in future be drawn from outside of the organization.

At least three respondents spoke of the ability of the administration to waive general policy to deal with the requests of the individual on a confidential and personal level. However, the functions of the Personnel Department were described by one or two respondents as being thoroughly inadequate and that it would be better renamed as a "Records Department" in keeping with the activities it presently undertook. Four respondents believed that virtually nothing positive was done by the Centre to deal with the personal needs of its employees. One respondent felt that the Personnel Department should have a full-time personnel ombudsman who could know of and present to the top management committees, the many and varied motivational, affiliational and morale problems of the staff of all levels. Another person considered that the goals of the organization needed to be re-written to include specific policies for matters of morale, job-satisfaction and personal identification with the Centre. It was considered by a few that many people did not understand their jobs; that many people lacked a sense of personal direction as employees of the Centre; that too many people were unhappy

as employees of the Centre, but that there was nowhere else in Banff where present employment status could be retained.

Housing

One final area which was considered by virtually all respondents to have significance to the whole question of job-satisfaction, morale and sense of affiliation with the Centre was the matter of staff-housing. It was considered by most that more housing must somehow be obtained. One respondent suggested that the modification of some existing student accommodation to create staff suites should be considered if the enormous sums necessary for free standing units or a separate staff wing could not be readily found. A few respondents considered that some discrimination was involved in the allocation of staff housing which had caused resentment amongst those unsuccessful applicants. Staff housing was described by one person as another example of the "favoritism syndrome."

The major source of low morale in the Centre was perceived to emanate from the unequal treatment of staff. This respondent perceived that it was a phenomenon of any business organization that the higher one was in the hierarchy, the greater were the perquisites; however, at the Banff Centre there appeared to be neither "rhyme nor reason" for the allocation of certain favours and that the disparity between much and little was far too wide. This respondent also indicated that the whole area of salaries and "favours" needed to be thoroughly investigated and publicized, so that

personnel at all levels knew what to expect. Low morale was considered to be the result of uncertainty of job expectations, uncertainly of rewards, and apparent inequalities in far too many things affecting the individual employee.

Subsystem V - Adapting to Change

This subsystem deals with the organization's ability to plan for its future development based on its evaluation of the need to make internal change, appropriate to its perception of environmental change.

The change process will not be discussed here. This analysis is more directly concerned with the organization's ability to perceive the need for change, and the processes it activates to assist in recognising that need, rather than any detailed evaluation of the process of change.

The questions directed to respondents in relation to this subsystem were as follows:

(i) What actions are taken by the Centre to recognize the need for change?

(ii) How effective do you believe the Centre is in recognizing the need for change?

(iii) How capable is the Centre of adapting to change?

The commonly held belief was that the Centre had slowly expanded its activities up to the period of the middle to late 1960's, and that since then, with the arrival shortly after of the present Director, the Centre had grown

both in physical size and in breadth of operation. None argued that this was not planned change, though some questioned whether this was controlled change.

However, when it came to recognition of specific actions to determine the need for change, it was considered by many respondents that very little was done by the organization. Upper-echelon personnel believed much was done in this area. Many of the interviewees made mention of questionnaires used to elicit feedback from both faculty and students, though there was some confusion about the specificity of their use and whether any action was taken based on the findings. Some respondents were unaware of any use of formal instruments for the collection of feedback.

As to the effectiveness of actions taken to recognize the need for change, this again varied from positive statements made by predominantly upper echelon respondents to the more negative responses.

A similar range of responses were given to the third question. This tended to reflect the nearness of the individual respondent to the decision-making process.

Planned Change

Upper-echelon respondents stated clearly and categorically that "change" was not only planned, but was a most prominent aspect of the administrative organization of the Centre. One Associate Director stated that if the Centre did nothing else, it certainly adapted to needed change in

its operations, and that these changes were based on information sought from a considerable variety of sources and by a variety of methods, one of the more specific and detailed being the questionnaire forwarded to all Summer School students at the termination of courses. Something of this perception was shared by certain middle-management and management personnel also, though in general, with less conviction or implied breadth of understanding.

As previously mentioned, the Banff Centre was perceived by some respondents to have randomly expanded its activities and impact rather than having developed through careful planning, and that many of the current internal problems were the result of changes that had happened too quickly, and/or unintentionally.

One respondent described the centre as being based on old systems that had been "bastardized" to cope with growth, rather than planned devlopment to meet changing circumstances, and that a serious incumbrance to efficient growth was the need to retain long-serving employees who were either unwilling or unable to change with the organization. It was considered that there were some long-standing employees who had moved with the organization but others who had not, and that because there were no equivalent employment pospects within the Banff township, that for humane reasons, the Centre kept these people employed in deteriment to its own growth.

It was felt by a number of respondents from all levels of those interviewed, that the administrative structure had not kept pace with the growth of the 'product' departments, and that the organizational chart showed this clearly. An example given was that the Associate Director responsible for Visual Arts (a product activity), also had responsibility for the library and supply store which were service activities. (Further reference will be made to the organizational chart under subsystem VII, Management and Control).

A number of respondents, predominantly Associate Director level and above perceived that the Centre was most conscious of the need for change and mentioned that many specific mechanisms to assist with the "awareness" procedure were implemented. For example all students were given a questionnaire at the end of programs or courses, and faculty were similarly approached, to gain feedback about courses for evaluating the need for change. It was believed by most that there was no person specifically designated to look to the need for change other than the Director. One respondent believed that the Centre reflected a day-by-day, week-by-week conference-by-conference existence within which problems were dealt with as they occurred.

However a senior management person stated that the Centre was continually looking for new programs and courses "that would sell:" that the "market-test" kept the Centre "on-its-toes" to a much greater extent than was the case

with most other tertiary educational institutions. The Centre was in a constant process of change, and that though the larger and more complex changes tended to be the noticeable ones, there were small changes of some sort made every day, and it was believed always for the better.

The present Director's appointment was considered by many to have been made specifically to bring about change, and that this certainly had been and would continue to be done.

At least one Assoicate Director made the point quite adamantly that the Centre was continually updating its programs, based on both staff and student feedback. Because the economics of the Centre were such a prominent factor for the administration, programs which were not well supported were cut-out; that for the Centre to be economically viable in the Teaching and Learning area, its programs had to be fully booked by students.

Feedback

Various respondents perceived that feedback was sought from faculty, students, (Summer School, winter and year-round) conference personnel, employees of the Centre, townsfolk and external contacts across Canada, in a variety of both formal and informal ways. Some respondents considered that the associations various Banff Centre personnel had with 'service' and other organizations within the township of Banff, not only served to further public-

relations, but was a major source of information about external perceptions of the Centre and its operations.

Feedback was sought from faculty particularly since, as the recognized experts in their particular art form, it was considered they would be up-to-date with the latest trends and needs. One of the major features of the Banff Centre was that the courses offered were completely contemporary through the utilization of the latest techniques and expertise available.

Another respondent pointed out that University faculty have been invited down to the Centre specifically to evaluate program content and teaching methods. Feedback was sought from students in both formal (questionnaires) and informal ways (they were invited to discuss problems with faculty or administrative personnel), and that if change recommendations were possible, the Centre certainly endeavoured to implement them.

On the negative side, a number of respondents felt that the change process within the Centre was one of reaction to crisis, and that too often the changes implemented were either or both too little and too late. The administration was described as conservative and cautious; that there was little or no preventative planning, and that most changes could be described as "band-aid" treatment.

The Centre was further described by another person as having tremendous kinetic energy, but that too much of this

was either lying dormant or was latent: that the atmosphere was that of a huge "ball-of-energy," but that it needed something to give it motivation: that it seemed to be on the verge of really "taking-off," but that somehow this never seemed to happen: that there was great propensity for change but that in actuality the Centre was far from operating at maximum or optimum efficiency.

It was believed by about half of those interviewed that only a few of the Centre's employees could be described as being thorougly dedicated or committed, and as such the change process was greatly frustrated. Too many people were using the Centre as a stepping-stone to something else, and their motivations tended to be misdirected towards personal mobility rather than for the overall development of the Centre as a whole.

Stress

One respondent spoke of great positive stress within the organization, and a feeling of expectancy and potential, but that too often this stress was either misdirected or frustated to become distress, which then, being thoroughly negative and damaging to the Centre, was a force against positive change.

One person spoke of a perceived tendency to never see things completed: that too many activities, both physical alterations to plant or modification to programs or procedures were begun but never completed. There often

seemed to be support for change in a particular measure, but when it came to the point there were always reasons why it could not be done. There were too many frustrations of this sort, which did not help with self-actualization or job-satisfaction for the staff affected or for the efficiency of any change attempted.

Job-clarification was described by one as a gross oversight, and by another as having been "brushed aside." Changes were implemented in all sorts of small ways it was stated, but the responsibility for those changes was not always clearly spelt-out nor were the ramifications of those changes always clearly understood. When clarification was sought there was a tendency to "pass-the-buck" and no-one would take the responsibility for making a clear-cut decision. Too many small changes of this sort were treated as trivia, but too many of them had important implications in other areas. The result was described as often leading to confusion, frustration and tension.

One respondent pointed out that the degree of change possible was greatly influenced by the restrictions of the lease under which the Centre operated. Another mentioned the presence of both "hard" and "soft" restraints. Hard were described as budgetary measures, while soft referred to such things as traditions and attitudes. Many of the soft restraints were seen as being implied rather than always clearly enunciated. There was a great willingness to listen, but there needed to be implementation of a specific program

of re-education in change processes, with a significant and specific emphasis on consideration of staff and student needs. It was considered there had been too much emphasis on changes in either academic programs or purely material things, and an absence of concern for people and their feelings.

It was felt by some that too many procedures were not adequately planned-out in advance and that too often new directives were imposed once a program was underway. These new directives generally meant new restrictions, or greater accountability which was often embarrassing for both staff and students, it was stated.

Another negative comment was that change was not planned, but based on trial and error.

On the positive side, the majority of respondents also commented that many very good changes had been initiated by the present Director over the past five years. New courses had been implemented, existing courses had been modified and up-dated, and other courses had been discontinued. Where drastic measures had had to be taken, this had been done. Some qualified that this was not always without some form of back-lash (which it was perceived could have been prevented). Some described the Director as being most responsive to requests for change, particularly where individual personnel were adversely affected by an existing mechanism.

One respondent commented that any change caused some disruption because of the break away from established patterns, but that these disruptions were sometimes magnified by people being unaware of the reasons for or the affect of those changes on the total organization. Too many people evaluated change as it affected them personally and too many people worked at the Centre rather than for the Centre, it was claimed.

Decentralization

Many respondents considered that the reorganization of the organizational structure into specific departments such as Visual Arts and Performing Arts had had the inverse effect of dissemination and dislocation rather than of efficiency and effectiveness. It was perceived that employees now associated more with their individual department rather than with the Banff Centre as a corporate body, and that this change had had serious negative results for the Centre.

Others described decentralization as having spread the decision-making process and therefore the responsibility for evaluation of the need for change away from the Director level and down through the hierarchy to the managerial level. This process was perceived by some as being progressive and was a stabilising influence on indiscriminate change.

A few other interviewees questioned whether the

decentralization process had in fact been the result of participatory decision-making.

The "old guard" were described by at least five respondents as being inflexible and/or unaware of the need for change, while others saw the old guard as providing a necessary restraining influence on the "more intemperate and impatient new guard."

One respondent cautioned that change which happened too fast was disastrous in the long-term and often the short-term as well. Another person described the change process as being in the hands of top management "where it ought to be;" that only at that level of administration can any change be implemented with the necessary foresight based on a knowledge of the overall operation. Another respondent perceived that the change process was too firmly centred in the Director's chair. The Director, it was considered, retained an informal and unstated power of veto over change recommendations with which he personally did not agree. Conversely, some other change recommendations were considered to be forced through, with inadequate discussion as to the possible outcomes.

Subsystem VI - Relationship with the Community

As the title suggests, this subsystem deals with the relationship the organization has with its community.

As an open system, any educational institution is in constant dynamic interaction with it's environment.

Educational institutions produce or output a service rather than a product. In a viable institution, this service will be subject to continual modification to ensure that it meets the specific and particular needs of its clients. At a specialist educational institution like the Banff Centre, whose "raison d'etre" is excellence and refinement in its product, and whose community seeking this calibre of service will be, by implication, specialist in outlook and minority in number, the nature of this relationship will be critical.

The questions asked of respondents were as follows:

(i) How would you evaluate the Centre's relationship with its community?

(ii) What specific actions are taken by the Centre to affect this relationship?

(iii) How effective do you believe the Centre to be in this area of its operation?

In relation to the first question, responses varied dramatically from "very good" at one end of the continuum to "disastrous" at the other. However, even the more negative evaluations included, for the most part, the qualification that this relationship was currently much better than it had been as recent as two or three years ago.

As to what specific actions were taken by the Centre to affect this relationship, perceptions varied greatly, and appear to have shown some direct correlation between awareness of action taken, and the role position of the

respondent within the administration of the Banff Centre.

In answer to question (iii) above, perceptions again varied greatly between the positive and optimistic outlook to the more negative and pessimistic outlook.

Two Communities

Most respondents recognized that the Centre had two distinct communities; the Bow valley corridor, being its (the Centre's) immediate environmental community, and the North American continent from whence the Centre draws the majority of its clientele. These two communities were perceived by all respondents to be remarkably different in the nature of their respective relationships with the Centre. To each, the Centre's approach was described as entrepreneurial. To the local community it was considered to be specifically "public relations" activity, while to the client community, the emphasis was on "promotion," though both types of entrepreneurialism were deemed to be directed at both sectors.

Some respondents differentiated between the two aspects of entrepreneurial activity. One was perceived as being directed towards the establishment of a fee-paying clientele for the services offered, which ensured for the client body the continued existence of the Centre as a physical entity, while the other concerned the establishment of a clientele who recognized and sought high calibre instruction for both skills-development and ego

satisfaction, and the opportunity to associate with artistically perceptive and aesthetically appreciative fellow students. The emphasis was on the provision of a service to the student.

Another respondent adopted a similar approach but turned this physical/pychological dichotomy back onto the Centre's administration, arguing that all administrative personnel had a vested interest in the continued physical operation of the Centre as their source of employment, but as well, all sought and (to an extent) gained ego satisfaction by being associated with world-class performers, (in whatever field these faculty had expertise), with a second-to-none Fine Arts program and a student body whose overall collective artistic expertise could hardly be equalled anywhere else in the world.

Most respondents addressed their remarks on the Centre's promotional activity towards the maintenance of the Centre, rather than to the service of the student.

The Lease

Three respondents perceived shortcomings in the Centre's relationship with the local community as being the direct result of the terms of the original lease. This comment was briefly qualified to include the (original) $1. per annum fee for the lease of the land, and special building regulations and permits available only to the Banff Centre. These two items were considered to be a primary

cause of resentment by townsfolk (particularly businessmen) towards the Centre.

It was explained that the lease under which the Centre had operated since 1933 placed stringent restrictions on the range and type of programs the Centre could offer, and as well basically restricting its activity to the summer school period. When students were increasingly unable to get satisfactory accommodation in the town, the Centre built its own accommodation and dining facilities, which some local hotel and motel operators and resturanteurs viewed as government-subsidized competition. As was mentioned in Subsystem III, the bulk of the Centre's income was derived from the conference activity. It was perceived by a number of respondents that the Banff Centre's conference activity was similarly seen as being in direct competition with some local businesses.

Other respondents variously described the Centre's relationship with the local community as ..."very good"..."much better than it used to be"... "has a long way to go"..."its really not very good"..."appauling, absolutely appauling." In general the comments fell on the debit side, though the over-riding opinion was that the relationship was very much better than it used to be. Some respondents believed that upper-level administrative personnel were blinding themselves to reality and misleading themselves into thinking that because much more was now done than used to be, that the situation had improved. The deep-seated

animosity was perceived to be as virulent as ever, but the Centre had come to live with this, and because the organization was now much more secure, it had become complacent about the problem.

Most respondents believed that the general public of Banff, Canmore and the Bow Valley corridor had (in general) very little real understanding of the nature of the Centre's operation, of its personnel or of its specific activities. It was felt that they were suspicious of what they did not understand. It was perceived by most respondents that the present Director had done a great deal over the past four or five years to reduce the outright antagonism and resentment that much of the local community had held towards the Centre.

There was a general feeling that the Centre was not seen as an asset by the townsfolk of Banff and Canmore. However, one respondent pointed out that the Centre made an enormous monetary contribution (both direct and indirect) to the immediate community. The Centre had a payroll of approximately $2 million per annum to personnel who were residents of either Canmore or Banff. It was estimated that between 30,000 and 50,000 people passed through the Centre every year, the great majority of whom spent quite considerable amounts of money in the town. If the Centre were to suddenly cease operation, the town would certainly experience the effect in that they did not appreciate the extent of their present financial gains as a direct result

of the the Banff Centre's operations.

Specific Problem

The other important aspect of the Centre's relationship with its local community dealt with the involvement of townsfolk in the Centre's programs. This problem was cited as having two distinct parts:

(a) overcoming the traditional animosity to the Centre (as "the Castle on the Hill"), to a point where the people would give serious evaluation of, and consider participation in the programs offered, and

(b) providing programs which would be attractive to the townsfolk, without seriously lowering established cultural standards, or without branching into areas which are foreign to its charter.

Many respondents considered that the majority of permanent residents of the Bow Valley corridor had very little cultural empathy with the Fine Arts activities of the Centre. It was believed that much of the audience support for the presentations and displays during the Festival period, was by either the tourist population or residents of Calgary. Banff was not a "seat-of-culture," and its isolation became a stark reality when it needed to rely on support from the town. One person commented that the occasional skier or summer hiker could enjoy a Beethoven string quartet or gain some aesthetic appreciation from a

ceramics display, but that the average Banff resident was "out-of-his-depth" with regard to these activities.

The Centre's recent appointment of personnel to attend to public relations and promotions at the local level was seen by many to be a positive decision.

Small Local Interest

It was estimated by one interviewee that as few as ten to fifteen percent of the townsfolk knew when specific activities were being presented at the Centre, and that as few as twenty to twenty-five percent knew precisely the character of the Centre's operation. Some considered that not enough was done at the local level though a great deal of publicity was sent across Canada, particularly in connection with Summer School programs. Publicity to Banff was considered to be poor and to Canmore, virtually non-existant. Others perceived however, that a great deal of local publicity was done through the "Crag and Canyon," and other local organs.

One person argued that the Centre may well be its own worst enemy on the local level. In advertising the excellence of its programs, the high calibre of its faculty, and the high standard of its achievements, it "frightened off" the average townsperson who felt he had neither the expertise nor the background to understand or appreciate the programs offered, and that without this level of specialization it would be pointless to register as a

student or attend concerts and exhibitions. Another respondent believed that there was a very real danger that the Centre may come to believe its own propaganda.

It was perceived by some that many of the townsfolk saw an elaborate suite of buildings which they believed were used only for the Summer School period. Another suggested that many townsfolk saw the Centre as some sort of "exclusive cultural country-club."

A figure of between five and ten percent of a population was suggested as the upper-level of participation any town or city could expect to involve in the support of the Fine Arts and that the Banff Centre was managing to achieve this figure of involvement in its evening community programs, - between three and four hundred registrants per annum. Attempts to increase this figure was considered by this respondent to be a waste of both time and money.

Much of the Centre's most effective public relations work was considered to be done by individual employees as members of the various service clubs and organizations in the town. The Director and one or two of the Associate Directors were named by many respondents for their valued, consistent and most successful efforts in this area.

Many respondents believed that the Centre was doing as much as it reasonably could in local public relations activity, and that it was up to the general public to respond, and take advantage of the exceptional opportunities

the Centre offered for personal advancement or creative self-entertainment. The evening community programs had done much to "heal old wounds."

There was, however, a selective feeling that there was a cultural gap with the local community that might never be bridged. The general public would not, and never could it was stated, change their basic values in favour of "elitist cultural norms." They saw the Centre as a "haven for academics, intellectuals, and artistic and cultural snobs, who deign to grace the town with their presence when they run out of supplies at the Centre."

Not all respondents shared this same malaise regarding relationships with the local community, though the positive-thinking group were a minority. One senior administrator volunteered that it was very easy to find criticism with the townspeople if they did not see "eye-to-eye" with the activities of the Centre. To describe them, as "uncultured" was too simple an answer to a very real and serious problem. This person described the Centre as having been imposed upon a town that didn't want a Fine Arts School, and therefore the responsibility to coexist lay with the Centre. It was stated that a positive and constructive approach to the problem was being undertaken by the Centre, and this would continue. It was the responsibility of every employee of the Centre to foster and develop a better relationship so that in time, the (so-called) cultural gap would be reduced yet more than it already had been.

Influence

Some respondents felt that there was no way of measuring the influence of the Centre, or its total contribution to the development of Fine Arts on the North American continent, and that it most certainly could not be done by comparing public relations and promotional costs with the number of local people who attended evening classes (or students to all other programs).

In recent years the Centre had offered its facilities, (such as the Eric Harvey Theatre) either free or at greatly reduced cost to Banff organizations.

Great efforts were being made, it was claimed, to include the native peoples of the community in the programs of the Centre, particularly through the new department of "Environmental Studies."

Recent contact was also said to have been made with many of the local schools for the presentation of specific programs which did not parallel or conflict with their present studies, for the joint purposes of providing a cultural service to the students of the area, and in so doing, to initiate them to the programs and activities of the Centre. These activities were seen by some interviewees as proof that the Centre was not only aware of the problem of relationships with the community, but was actively attempting to neutralize ill-feeling and misinformation.

The National Scene

The Centre's relationship with its wider community fell into two major divisions. These were stated as:

(i) The Conference Division,

(ii) The Summer School (international) Student.

This dual relationship was perceived by most interviewees as being very good.

With regard to Conference activity, a measure of satisfaction was gained by the fact that many organizations registered year after year, and that always, the numbers of applications for convention or conference space far exceeded the available accommodation. Facilities were described by one respondent as being somewhat "Spartan," there being no television or telephones in any of the bedrooms, but it was obvious that many conference organizers chose this atmosphere rather than the other conference centres in the town, most of which had more luxurious appointments.

The relationship with Conference personnel was considered by some to be crucial to the Centre since conference activity represented approximately two thirds of the Centre's income. Some respondents believed that Conference personnel were given priority over students in many things which, it was stated, was tantamount to goal-displacement. The Banff Centre was a School of Fine Arts, not a Convention Centre, and the matters of economics and politics were displacing the real emphasis of the Centre's

Fine Arts activity.

Other respondents acknowledged the importance of the Conference division, but stated that the Teaching and Learning programs of the Centre and the students who enrolled in those, were first priority, and that conference space was only sold when there were beds available.

Students

The relationship the Centre had with its students, both Summer Session and in year-round programs, was similarly described on a continuum of responses from "very good" to "very poor."

One respondent commented that by the end of the Summer School sessions, students had gone beyond the point of anger at the many frustrations and administrative annoyances, and "simply laughed at the hopelessness of the organization." (This comment did not refer to course content). To the contary, it was stated that the Centre had very little trouble with students who were, on the whole, thoroughly satisfied with their courses and far too busy to worry about other matters. Some referred to "the occasional problems," but stated that these tended to be no worse than those encountered at any residential educational institution. Some described the occasional "student bitching" as a sign of fatique and a lack of awareness of real-life pressures.

As a counter to this, a number of respondents made

the following collection of comments. The year-round students were neglected, and on occasions "pushed-around" in favour of the "bigger-spending conference personnel." The overall awareness of student services had been low. Not enough was done to help students feel that they belonged or that they were really wanted. On occasions students actually had the feeling that they were a nuisance.

One respondent considered that it could not be said that the Centre provided a service for students other than their actual academic studies, which they paid for anyway. A few respondents believed that there was a lack of awareness in the upper-echelons of the administration of the needs of students and faculty. One described the Centre as believing students to be mature, self-directed and hard-working, but that it treated them like children.

One Associate Director commented that the students were reasonable, mature individuals who had paid a great deal in transportation, accommodation and tuition fee. The Centre provided excellent meals, excellent accommodation and excellent tuition, and the students recognized these benefits for what they were. Another respondent stated that the Centre provided beds, meals and an academic program and blandly assumed that all other aspects of the students needs would disappear. "This was utter naivete."

It was believed by most respondents that now that the Centre had a permanent Student's Services Coordinator, many

student problems would be anticipated and dealt with appropriately. Matters such as over-routinized registration procedures, inadequate student personnel services, difficulties with duplicating services, and a shop that "ripped-them-off" at every turn, were blamed for much of the student dissention.

There was a feeling that V.I.P. guests to the Centre, be they highly renowned faculty or merely very important people were looked-after inadequately. The need for V.I.P. suites was described as urgent, as were expense-accounts for administrative staff to "wine and dine" these guests, without being personally out-of-pocket. This was described as one very important area of public-relations where the Banff Centre was not achieving a satisfactory level of performance.

It was further suggested that all staff at the Centre should be made aware of the presence of V.I.P. visitors to ensure that the Centre's image was not tarnished by inadvertant or inappropriate actions based on ignorance. Another argued that students ought not be disadvantaged in favour of V.I.P.'s, since the students represented income while the V.I.P.'s represented expenditure.

Festival

Many respondents made mention of the role of the Festival, -a display of theatre productions including Opera, Concerts, Drama, Music-Drama, Ballet, Art Shows, displays of

Ceramics, Weaving, Photography, - in fact almost all activities programmed in the Summer School. The festival was described as a point at which students displayed the fruits of their toil; a point of culmination of six weeks of hard work, and an opportunity for evaluation by all concerned, including themselves.

However, as mentioned previously, some respondents saw the festival as having greater value as a public-relations exercise for the Centre's administration than as a learning activity for the students. Some respondents felt that the Centre was justified in using the students and their work for promotional purposes. One respondent stated that the students "owed this to the Centre in return for the life-long skills imparted to them...and that the public had a right to evaluate for themselves how their taxes were spent at the Banff Centre."

Others described the "exploitation" of the students for the Centre's gratification as "disgraceful." One respondent believed the Centre was prostituting itself to a public which had not, nor could it ever have, an understanding of the degree of effort and frustration that went into the preparation of a display that they (the public) could only perceive on the surface.

Another respondent said that if the Centre were to be honest about the display of its programs, it should show the failures as well as the successes. To show the successes

only, was a form of fraud. The Centre was an educational institution and not a commercial production-line producing consumer items that were perfect. Perfection was sterile, and the Banff Centre was anything but sterile, it was stated.

One respondent criticized the Centre as having been guilty in the past of hiring professionals to ensure that theatre productions met the required standard. As a display of the Centre's activity there was little question regarding the excellent quality of the presentations. Reservations about the Festival focused on whether or not the motives for presentation were educational or promotional. Various respondents perceived one or other as being the prime purpose and expressed concern as to the possible abuse of the other ethic. Some believed that the Centre was not being altogther honest with itself, its students, or the general public.

Subsystem VII - Management and Control

Management and Control is the subsystem within any organization which draws together and coordinates the activities of all other subsystems. The basic concern is for the continuity, stability and predictability of the total organization. This is achieved through ensuring an adequate supply of inputs, the processing of these, and the marketing of the outputs. Management must also be cognizant of environmental changes and ensure that the organization adapts to such changes. Through the coordination of all of

these subsystem activities, Management and Control endeavours to ensure that the goals and objectives of the organization are met.

Theoretically, if the management activity fails, the organization will terminate.

The questions directed to interviewees were as follows:

(i) What is the nature of the administrative structure?

(ii) What is the nature of the decision-making process?

(iii) How effective is the administrative organization of the Centre?

As was often the case with respect to one or other of the questions asked in relation to other subsystems, the perceptions of respondents to all three general questions appropriate to this subsystem were widely spaced along a positive-negative continuum. Perceptions of the nature of the administrative structure of the organization varied from "thoroughly democratic," through various degrees of bureaucracy to "absolute autocracy." A number of people made specific reference to the organizational chart (which appears in the appendix).

The decision-making process was perceived by some to be participatory and decentralized, while others believed that the Director had, and occasionally used, absolute power of veto over all decisions made at any level within the organization.

To the question regarding the effectiveness of the Centre's administrative organization, some respondents believed it to be very effective indeed and made reference to the quality and range of programs offered, the unique and enviable reputation the Centre had throughout the North American Continent, and the development of the Centre as a Fine Arts institution, particularly over the past five to ten years. Others perceived the Centre to be far from achieving its great potential, or of fully utilizing its present resources. These perceived shortcomings were laid squarely at the feet of the Centre's administration.

Decision-Making and Meetings

Specific responses regarding the administrative structure of the Centre indicated that the majority believed that control had been decentralized in certain areas of responsibility but that overall control remained with the Director. The decision-making procedures which had been moved down to the managerial level were perceived by many to be in routine and non-consequential areas, and that decisions of special significance or of great moment remained firmly within the Director's control. Some respondents believed that the management committee which met each Monday had very little real power against the Director, where their collective opinion was contrary to his wishes. Two middle-management personnel described the management committee as an advisory committee only, and that therefore the administrative organization was in reality, an

autocracy. Numbers of other respondents described it as a bureaucracy, and indicated the negative aspects of tall pyramids of authority and control, and of impersonal treatment of employees when it came to the value of individual personal suggestions. More than one respondent indicated that the "open door" to the Director was in fact not open unless the matter was extreme, and that even then, bureaucratic protocol required progression upwards through the various levels of the organizational hierarchy.

Another respondent, however, spoke of the critical role of the Director in coordinating the activities of so many diverse specialities, and that only at the upper-levels of management could any clear understanding of how the effects of a decision taken in one area influence other aspects of the organization. Many respondents perceived that the employing of the "right" people for managerial positions was crucial, and that in any organization there must be one person who had overall control and overall responsibility for its operations.

One Associate Director stated that there was a high degree of participation (at the managerial level and above) leading towards decision-making but that decisions had to be made at the highest levels of the organization. The management committee sought advice, and seriously considered all information before decisions were taken, but that ultimately the responsibility rested with the Director.

A lower-level meeting was held once per week which comprised the management committee and what was loosely described as "department heads." One management-level respondent described this meeting as a type of "show and tell" session; a general information exchange in both directions. It was stated that no decisions were made at these meetings.

Open staff meetings were mentioned by a number of respondents, but these were perceived to be irregular, and for special announcements only. Some believed these took place once per year, others twice per year, and another "three or four times per year."

Departmental meetings were mentioned by two respondents but were perceived to be run only by the Visual Arts department and called "monthly faculty meetings."

There was much comment regarding respondent's perceptions of the value of meetings. A number believed that meetings had much potential, but that this was not yet being achieved. It was stated that that which was decided in meetings was not necessarily what happened in fact. Decisions taken were not always made with complete knowledge of the facts; meetings served an essential role of checks and balances to ensure that the activities of one department did not clash or conflict with the activities of another. One respondent who stated that not all of those required to attend meetings did in fact do so.

As mentioned elsewhere a number of the middle-management respondents questioned the need for, or the value of, so many meetings. On occasions it was obvious that decisions were taken prior to meetings, or contrary to the perceived "recommendations" of the meeting.

Organizational Chart

The organizational chart was perceived by many respondents to be in need of reorganization. A number believed that it showed obvious signs of having been added to, in an ad hoc manner, as the Centre grew. Many mentioned that there seemed to be little correlation between the responsibilities designated to each of the Associate Directors, and that production and service departments were "all mixed-up together."

One respondent believed that when it was necessary to allocate a responsibility, either as the Associate Directors offered to "look after" the new assignation, or it was assigned to the Asscciate Director who had the least load of responsibility, with some consideration of his ability to add "one more loaf to his basket."

A number of interviewees believed the Centre was "top-heavy" with administrative/managerial personnel; and that when any new concern was recognized a whole team of personnel were appointed to attend to it.

The administrative aspect of the Centre's activity

had become "an-end-in-itself," many people believed. One respondent considered that the organizational chart showed this very clearly.

It was claimed that in certain cases, the allocation of responsibilities to particular Associate Directors had been excellent, but in other instances it had been poor. A number of interviewees considered that administrative responsibility ought to be delegated on the basis of skill in administration, and not on any other criteria.

Departmentalization

The decentralization of the organization into a series of semi-autonomous departments or divisions was perceived by some respondents to be in keeping with modern business practice, to provide a greater degree of control over the individual activities of the Centre and to therefore allow for much greater efficiency of operation for the entire organization. Other respondents perceived that the departmentalization of the Banff Centre had effectively directed what had been a self-contained School of Fine Arts into a series of disconnected subsections, few of which had any real knowledge of the workings of other departments and most of which found themselves working in isolation. Not all respondents on the negative end of the continuum expressed themselves this strongly, though there was a feeling expressed by seven respondents that the departmentalization had not completely achieved what had been intended.

Each manager was described as being responsible for the activity of his department. A senior management member stated that the title "manager" entailed budgetary responsibility. Managers had flexibility within their own departments to determine how their budgetary allocation would be allocated. It was claimed that the delegation of financial control away from the Director level of the organization was pseudo, and that managers did the "busy work" but the Directors kept actual control.

A number of respondents believed the Centre lacked administrative personnel with artistic expertise. It was perceived that there needed to be much more interface between administrators and students and administrators and faculty. Some respondents considered that budgetary allocations were made in ignorance of actual requirements. The philosophies on which the Centre operated needed to be carefully re-evaluated, and teaching faculty needed to have much more input into the budgeting of their own courses, it was claimed.

It was felt that administrators per se were not sufficiently well versed in the nuances of understanding necessary to efficiently administer a Fine Arts department.

One respondent believed that the Administration recognized this fact, and in consequence had made the "administration" an end-in-itself rather than a supoort service to the Teaching and Learning activity; that this had

been a conscious or unconscious defence mechanism when administrators found they couldn't cope at the level of artistic expertise necessary for optimum efficiency.

Other respondents believed the administrative organization had not become an end-in-itself, but that there was a very fine line between administrative efficiency of systems and structures to support a Fine Arts Teaching and Learning program, and administrative efficiency for its own sake. The difference was percieved to be a matter of mental attitude, and it was believed that the majority of personnel in all departments and at all levels of service within the organization were aware of the goals and objectives of the Centre, and were conscientiously working for those as members of a team.

Communication

Respondents at all levels of the hierarchy believed that one of the greatest problems facing the Banff Centre was that of internal communications. Communications were perceived by most to be the foundation of virtually every activity in the Centre, and the administration had a great responsibility to improve what was considered by many to be a serious problem.

Communication was described as being a fundamental operational fact from the conception of any thought to its implementation in practice.

A few respondents believed that communication was

perceived by the administration as being merely an administrative tool and that not enough emphasis or consideration was given to the needs of employees for basic operational information. Communication as a means of dialogue and information giving was described as "weak." One respondent considered that dispersion of effort was the major problem. Too many people were trying to do too many things, and were not aware of their responsibilities to communicate to others what they were doing, and how that activity affected other people and/or departments.

On the contrary, others believed that through departmentalization, activities had become too specialized and that other people were unable and/or unwilling to get involved in the detail of activity in other departments. Other respondents believed that the Centre had grown faster than its employees had learned to cope, and that everyone was too busy with their own problems to be able to be informed of all that was going on, or indeed of very much that was happening beyond the desks at which they sat.

Some respondents believed there was a level of secrecy creeping in that prevented much important information from being disseminated. Two others spoke of interdepartmental jealousies which had the same effect. Certain individuals, by personality were described as being communication barriers. The Directors (plural) were charged with being selective as to what information they allowed to filter down to the lower levels of the organization. It was

perceived by some that certain information was purposely withheld to safeguard certain of the decisions which were made.

Some doubted that there was any serious attempt to be secretive at any level in the organization but rather that many people simply failed to pass on information to others.

The internal communication organ, "The Centre News" was considered by many to be adequate and by others to be inadequate. One respondent considered that if there was any more information in it, it would not be read at all.

Most people believed that an adequate amount of "skeleton" information was accessible to all members of the organization, and that greater detail was always available upon request. As mentioned elsewhere, some respondents believed that the Communications Department ought to be moved back into the main building where it could be of more direct benefit to the personnel of the Centre.

Leadership

Leadership was perceived by the majority to be good. Most respondents said of most people in positions of authority and/or responsibility, that, accepting personality traits or administrative idiosyncracies, leadership was present and effective.

To the question of "how effective" was the administration of the Centre, much of the foregoing was

given as qualification. Where respondents emphasized internal operations they were inclined to question, sometimes very seriously, the overall leadership-effectiveness of the Centre's operation. Where however, respondents emphasized the product of the Centre,-its Teaching and Learning programs--the perceptions of leadership-effectiveness were high.

Grouped Respondent Perceptions

Because perceptions are extremely individual, in that all respondents bring differing values to the particular question or situation, it becomes extremely difficult to equate one person's perceptions with those of other people to determine a group or collective perception.

The "helicopter factor" (Handy 1976:89) refers to the ability of top-management personnel to rise above the particulars of a situation, and to perceive it in its relationship to the overall environment; to rise above the activity of the separate individual divisions and departments of the organization, and view the operation as a whole - a total system comprising a number of interdependent subsystems.

Top-management personnel are able to take into account, because of their position and information base, interactions across subsystem boundaries and between departments, and the influences and pressures which those interactions create. They can weigh total known inputs

against total known output with regard to the total known process as a basis for forming perceptions about the organization's operations.

Within the context of the Banff Centre, the upper-echelons of the organizational hierarchy have a wider overall view of the total organization by virtue of the fact that the various departments report upwards to the Director levels of the organization. Perceptions given by the top-management levels of the organization displayed more diverse and intricate detail with respect to the total organization. Personnel from any particular department were able to speak (in many cases, more) knowledgeably about the operations of their particular department because of their first-hand involvement. When asked to give their perceptions of an activity, attitude or issue about which their information source was second-hand (either formal or informal), their perceptions with respect to specific questions were in general more varied and displayed more specific bias than those of the upper-echelon. The "helicopter factor" permitted the formation of perceptions based on a greater overall breadth of relevant information to the particular question.

In many instances the upper-echelon constituted the source of much of the relevant information the departmental personnel used in forming their perceptions to any specific issue.

Presence and Viability

The accompanying chart gives an approximate percentages breakdown of respondent's perceptions to the two basic questions of "presence" and "viability" with respect to each of the seven subsystems.

All respondents perceived all subsystems to be present, in that all respondents recognized that specific action was taken by the administration of the Banff Centre appropriate to each of the seven delineated subsystems.

The figures indicating perceived viability are based on the nature and content of responses given. These percentages of interviewees perceived the various subsystems to be viable. The one hundred percent viability figure should not be read as indicating that all respondents were completely satisfied that either enough was done, or that what was done was absolutely satisfactory with respect to Teaching and Learning.

Within any one subsystem a variety of aspects and concepts were mentioned in relation to each of the questions asked. The number and kind of these aspects/concepts varied from respondent to respondent as did the level of positive /negative perception. Certain aspects within a particular subsystem were given great significance by some respondents but either ignored or barely mentioned by other respondents.

Because the significance given to any one of these aspects/concepts was neither equal nor consistent from one

respondent to another, it was not possible to categorically sum these to determine absolute percentages for viability without some degree of distortion. Further, since respondents were not asked to react to specific aspects within subsystems, or to indicate a definite yes/no position of viability, the chart represents an approximation of grouped respondent perceptions.

GROUPED RESPONDENT PERCEPTIONS-APPROXIMATE PERCENTAGES

SUBSYSTEM	PRESENCE	VIABILITY
I. Teaching and Learning.	100	100
II. Assist. to Teach. and Learning.	100	75
III. Prov. and Dist. of Resources.	100	80
IV. Maintenance.	100	50
V. Adapting to Change.	100	85
VI. Rel'ship with the Community.	100	66
VII. Management and Control.	100	85

Subsystem I - Teaching and Learning.

From the answers given to the questions asked appropriate to the Teaching and Learning subsystems, it is apparent that all respondents perceived this subsystem to be both present and viable. However, not all respondents

perceived all component aspects of teaching and learning to be healthy as individual activities within the general classification of Teaching and Learning.

Subsystem II - Assistance to Teaching and Learning.

An approximate seventy-five percent majority of respondents perceived the Assistance to Teaching and Learning subsystem to be viable. This majority represented most of the upper-echelon respondents. A minority however, perceived that too many of the aspects mentioned as comprising this subsystem were not in fact of direct assistance to the teaching and learning programs of the Centre; overall, very little real assistance was provided.

Subsystem III - Provision and Distribution of Resources.

Approximately eighty percent of respondents perceived the Subsystem to be viable based on the two principal aspects of excellent faculty and greatly increased financial resources.

The other twenty to twenty-five percent of respondents, predominantly middle-management personnel, believed that much more could and ought to be done in the acquisition and distribution of finances.

Subsystem IV - Maintenance.

With respect to the Maintenance subsystem, respondents were almost equally divided on viability with the positive respondent group, comprising the great majority of upper-echelon personnel, making specific reference to

congenial working conditions and perquisites.

The negative respondent group spoke particularly of low morale, a lack of role/job-clarification, a lack of empathy of individual personnel with the organization, and of various inequalities, many of which were appropriate to position in the hierarchy.

Subsystem V - Adapting to Change.

Approximately eighty five percent of respondents perceived this subsystem to be viable based on recognition that much internal change and overall expansion of the total operation had taken place over the past decade. All respondents recognized that the Centre was undergoing a period of transition.

However, the remaining minority whose perceptions indicated that (from their standpoint) the subsystem was not viable, questioned whether this change was planned.

Subsystem VI - Relationship with the Community.

Approximately two-thirds of all respondents perceived this subsystem to be viable, mentioning specifically such aspects as Festival, community evening classes and publicity as positive steps taken by the Centre to encourage community involvement and to improve community-Centre relations. However, these respondents recognized that this relationship had a long way to go before it could be described as good.

Subsystem VII - Management and Control.

The eighty-five percent majority of respondents who perceived Management and Control subsystem to be viable, specified an established and operational hierarchy of authority and chain of command, an established and operational division of labour and an observable departmentalization of responsibilities and activities all of which collectively assisted in meeting the organization's goals and objectives.

CHAPTER SUMMARY

The research findings were presented in this chapter. Perceptions of respondents were reported subsystem by subsystem according to both majority perceptions to particular aspects within particular subsystems as well as minority perceptions to individual aspects, appropriate to individual bias, interest or concern.

Specific attempts were made to safeguard the anonymity, of respondents, through reference to "majority," "minority," numbers or percentages of "respondents" holding similar or individual perceptions.

Responses to the questions asked to each of the seven subsystems were reported as given. This has resulted in a degree of repetition in the reporting of specific organizational characteristics, in some cases across all subsystem boundaries. This does indicate particular associations as held by some respondents in relation to

various subsystems. The researcher did not re-allocate responses to the more appropriate subsystem but rather reported all as they were given.

A table provides approximate percentages of grouped respondent perceptions to each of the seven subsystems, appropriate to "presence" and "viability."

Chapter 5

SUMMARY

The purpose of this study was to investigate the perceptions held by administrative personnel employed by the Banff Centre about the administrative structure and organization of the Centre.

Perceptions were sought to a number of questions related to an analytical framework derived from the Katz and Kahn model of organizational subsystems. Twenty-four administrative personnel all of whom had some greater or lesser degree of managerial and/or decision-making responsibility were interviewed and their perceptions and qualifying commentary were recorded in Chapter 4 of this thesis.

A summary of those respondent perceptions, appropriate to the seven subsystems follows.

Summary of Subsystem I - Teaching and Learning.

Virtually all respondents perceived the Teaching and Learning programs to be second-to-none of their type in Canada, the North American continent or the world. The generally perceived reason for this was the Centre's ability to attract world-class faculty for the Summer School Sessions, in which the most intense teaching and learning activity, both in terms of student enrolments and in the number and range of courses offered, took place.

The faculty engaged were perceived by most to be the chief asset to the Teaching and Learning programs. The calibre of students, was perceived to be next in importance to world-class faculty.

A majority of respondents pointed to the fact that the Banff Centre was not a degree-granting institution and it was perceived that it never would be. Its role was to permit students to develop greater finesse and expertise in established skills.

Many respondents spoke favourably of the breadth of course-offerings and of the intense scheduling, while many others perceived these to be detrimental to both students and faculty.

Some respondents spoke of serious overcrowding while others mentioned the unique opportunities for face-to-face contact between students and world-class artisans. A marketable professional product was perceived by the majority of respondents to be of more value than a "paper qualification."

Many perceived that the Centre was near to reaching its potential in its Teaching and Learning programs. Others countered that facilities and faculty were not uniformly excellent and in some areas this predetermined a degree of mediocrity.

Reactions were divided in relation to the role of

Festival. A majority perceived its function as being an important culmination to the student's study programs. Others perceived it to reflect a measure of goal-displacement and was in consequence a false, selective, and sometimes negative learning experience.

The evening community classes were seen by a majority to be a sincere effort to involve the community in the Centre's activity. Others saw these as a "peace-offering" to an antagonistic community. Some spoke of pitiably low standards.

All respondents perceived the Centre to be in a transitory phase. More than half were highly optimistic about the Centre's future. Some had serious reservations about the proposed year-round Fine Arts programs.

Summary to Subsystem II - Assistance to Teaching and Learning.

A majority of interviewees considered the Centre's physical facilities to be excellent for the most part. The majority however also spoke of inequalities, making specific mention of perceived shortages such as recreation facilities, an inadequate library, and some specialist teaching and study areas.

The majority of respondents perceived food to be inexpensive, and nuitritious. There was less agreement about accommodation. Overcrowding was mentioned, however, many perceived the type, quantity and quality of accommodation

offered was more than adequate for a residential educational institution.

Festival was perceived by a majority to be of significant assistance to the Teaching and Learning program as a point of natural culmination in a Fine Arts institution. Many others had grave reservations and spoke of aspects like "false goals" and "public-relations exercise."

The twenty-four hour access to facilities was perceived by the majority of those who mentioned this factor as being a unique attribute of the Banff Centre.

Administrative procedures, which directly affected the students were in general perceived to be less than satisfactory. Registration in particular was described by many as being antiquated and unnecessarily complex. Student counselling and student personnel services were strongly criticized by many as being thoroughly inadequate. Approximately eighty percent of respondents perceived that student services had not kept pace with the development of student Teaching and Learning programs.

The concept of the Centre as a catalyst was included in discussions on the Centre's assistance to study programs, as was the Centre's reputation and the physical/environmental setting.

Those who mentioned scholarships perceived (for the most part) great generosity by the Centre in assisting needy

and gifted students.

One of the perceived greatest forms of assistance which the Centre could provide was that of changed attitudes by the Centre's administrative personnel to the students. Within this changed attitude would come a greater "openness" between administrators, faculty and students, and a greater service attitude of all departments and subsystems to the student as the "raison d'etre" for the Centre's continued existence, would be fostered.

Summary of Subsystem III - Provision and Distribution of Resources.

The majority of respondents perceived that the Centre was extremely successful in engaging world-class faculty, particularly for the Summer School Sessions. However, some qualifications were expressed about the Centre's ability to recognize their standing with respect to the provision of adequate accommodation, and complete support in their presentation of courses.

Administrative and clerical staff were perceived as having "certain flexibility" when it came to temporary transfer from one department to another to assist with work overloads and pending deadlines, though the indication was that this happened at the clerical and middle management levels rather than higher in the organizational hierarchy.

Kitchen, janitorial and housekeeping staff, groundsmen and maintenance crews were perceived by most to

be either stable or readily replaceable, and that their work was adequately done.

Charges were levelled that students were not given adequate consideration by administrative personnel; that the latter, as a resource was restricted where students were concerned, and that students were perceived by many administrative personnel as disruptive to system functions.

The provision and distribution of financial resources was perceived by most to be considerably better than it had been, with primary responsibility for that fact resting with the Director.

Some concern was expressed about the possible loss of revenue when the Conference contribution was cut back to allow for year-round operation of the Fine Arts program. Some respondents perceived that more revenue could be acquired from private-enterprize and multi-national corporations to overcome some of the larger and more pressing physical shortages.

There were some charges of "favouritism," and the need for a new philosophy on resource distribution.

Financial controls with respect to resource distribution through departmental managers was perceived by some to have been a forward-looking step. Some questioned the degree of "real" decentralization.

Budgetary controls were described as being too rigid,

particularly for a Fine Arts institution.

Summary of Subsystem IV - Maintenance.

Respondent perceptions in relation to maintenance were diverse. In many respects the dichotomy between positive and negative attitudes was more representative of hierarchical status within the organization, than was noticeable in most other subsystems.

The matter of organizational identity was clearcut. Virtually all respondents perceived the Banff Centre to be a unique educational institution.

With regard to matters of morale, job-satisfaction, and the establishing of a "sense of identity with the organization," the upper-echelon perceived that much was done by the Centre and that, in general, these factors were adequately dealt with from the employee's standpoint. On the contrary, many of the middle-management personnel perceived these three factors to be poor and expressed the view that very little was done by the Centre to improve employee attitudes and feelings appropriate to these things.

Some upper-management personnel believed that the Centre was still small enough for personal contact to be maintained; however, many middle-management personnel perceived this not to be so.

Internal communications were perceived by the majority of respondents to be less than adequate for an

organization as diverse as the Banff Centre. Poor communications were blamed by many as the root cause of many of the internal organizational problems.

Meetings were perceived by many to be an important organizational and communications device, whereas others perceived these to be a waste of much valuable time, and a source of "upper-set/lower-set" stratification within the organization as a whole. Those who attended meetings were perceived of as "the informed," while those who did not, representing the majority of employees, were perceived of as "the uninformed."

The matter of time-off in lieu of overtime was perceived to be a contentious issue, particularly with personnel below the management level.

Staff housing was one other area many perceived as being a source of stress, particularly amongst those employees having some rank in the organizion but who were "un-housed."

Summary of Subsystem V - Adapting to Change.

All respondents recognized that much change in terms of internal expansion, broadened course offerings, and departmentalization of operations had taken place within the past decade.

The majority of respondents were aware of the student questionnaire used to seek feedback at the end of Summer

Session each year, but there was some confusion as to what information was sought and the degree to which modification to the Centre's operations was made based on that feedback.

Upper-echelon personnel spoke knowledgeably of the Centre's response to the need for change. Some respondents perceived a lack of planning in the expansion of the Centre's operations; that change had been an ad hoc reaction to crises as these occurred. Many believed that the organizational structure had not kept pace with the development of the Centre, and that the Centre was not achieving its potential. It was perceived that there was no formally constituted body to deal with the need for change apart from the Director.

Director-level personnel spoke of the economic need to ensure that courses offered met the market-test and that, in consequence, if the Centre did nothing else, it adapted to change continually.

Some believed that perceived inefficiency of the Centre's operation was the result of "temporary" personnel who were not dedicated to the growth and development of the Centre.

Many respondents saw the departmentalization of the organization as an example of adapting to change. Some perceived this to be increasing the bureaucracy within the administration, while others described it as effective decentralization of power and control, appropriate to modern

practice.

The "old guard" were seen by many to constitute a restraining influence on the "more impulsive new guard."

Summary of Subsystem VI - Relationship with the Community.

All respondents perceived that there was room for improvement in the Centre's relationship with its immediate community. The majority believed that the relationship was considerably better than it had been; a minority believed it was still very poor.

The community evening courses were considered by most to be improving relations and lessening a deep-seated antagonism: that the Centre was doing as much as was reasonably possible. However, some respondents considered that Canmore and other local communities had been virtually ignored.

Some believed that more public-relations activities and materials were required, while others considered that much of what was currently done was unnecessary; that relationships with the local community were as good now as they would ever be.

Many of the top-management personnel were perceived to be excellent ambassadors for the Centre.

The (inter)national community, - the faculty, and conference personnel - were perceived to have a satisfactory relationship with the Centre, for the most part.

The relationship of the Centre with its students was considered to be good with regard to the Teaching and Learning programs, but not good in many other areas of Student-Centre interaction.

The Festival was perceived by the majority to be excellent public relations in both directions. However many others believed that many of the audience were not from Banff, but from Calgary and elsewhere, or were tourists.

Some respondents believed that the Centre did not adequately care for V.I.P. guests, and that this damaged the Centre's reputation on the national and international scene.

Summary of Subsystem VII - Management and Control.

The hierarchical structure of the Centre's administrative organization was perceived by many, in spite of obvious decentralization and delgation of financial responsibility to departmental managers, to be "bureaucratic" (in the negative connotations of the term). Some qualified that participatory decision-making through the management meetings was often a "sham," and that the real decision-making and the power of veto remained very firmly with the Director. Many others considered that much decentralization of power, authority and responsibility had taken place, particularly when compared with management under the previous Director.

The organizational chart was considered an anomaly in

the light of efficient business practice, showing signs of expediency rather than of rationality. A number of respondents spoke of the fact of service and product responsibilities being all mixed-in together. Some made the point that the present Director had inherited an existing system and existing personnel, and that without being ruthless, there was little that could be done in the short term other than "band-aid" treatment.

Most respondents believed that departmentalization created greater opportunity for course specialization which would improve course standards. Others believed that departments pursued departmental goals rather than Banff Centre objectives and that interdepartmental jealousies and competition were detrimental to the Centre as a whole.

Many routine administrative functions were considered to be inefficient and that much streamlining of procedures was long overdue. Some believed that the Centre had outgrown its own administration which lacked formal efficiency and effectiveness.

Some respondents believed that the administration of the Centre was not a "service" activity to the Teaching and Learning product but had become an end-in-itself. The too numerous "long and laboured" meetings were cited as an example of this belief.

Poor internal communications was perceived to be a major contributing factor to many of the large and small

management and control problems.

While many perceived the organizational style of the Centre to be one of decentralization and of participatory decision-making, many others perceived this to be only partially true. The ultimate authority and responsibility of the Director, and the lines of control upward through assistant managers, managers, and associate directors to the Director were considered to be standard educational institution bureaucracy.

The degree of real control held by departmental managers was strongly questioned by a number of respondents. Leadership was perceived by most respondents to be both present and effective.

CONCLUSION

This study involved the application of a subsystems model to the administrative organization of the Banff Centre, to ascertain whether the subsystems as specified by the model were perceived by administrative personnel employed by the Centre to be both present and viable.

The instrument used for data collection was an interview schedule comprising either two or three broad-based questions to each of the seven subsystems, a total of nineteen questions in all. These were designed to elicit responses which would indicate perceptive awareness of subsystem presence and an implied evaluation of the

viability of those subsystems.

The broad nature of the questions asked was designed to provide respondents with the opportunity to qualify their perceptions by making reference to various activities, issues and attitudes within the Banff Centre which the respondent associated with the subsystem being discussed.

On some issues, a majority of respondents held similar perceptions. To others there was wide diversity.

A majority of the management personnel of the organization, in general, perceived all subsystems to be both present and viable. In contrast, the majority of middle-management personnel perceived problems which they believed the upper-management personnel were either not prepared to recognize (openly), or about which they were simply unaware.

The helicopter factor accounts for (to an extent), the positive perceptions of upper-management personnel as does their status and position as (principal or final) decision-makers for the organization. The perception of some respondents that the Director-level personnel have vested interests in ensuring the continued successful operation of the organization to safeguard their status and authority, salaries and prerequisites, may be a reason for not recognizing or admitting certain short-comings within the organization. However, vested interests may be an incentive to ensure that short-comings are allieviated as quickly as

possible.

The Banff Centre is operationally developing, and has done so dramatically over the past decade. The foregoing comments are not intended to suggest that all internal support systems are equally productive with the "output." This is obviously not so. Respondent perceptions suggest that some further consideration be given to the inter-relationships between, and inter-dependence of, these organizational subsystems. Some linkages would seem to be less effective than others where subsystem equilibrium and homeostasis are concerned. However, person perceptions about reality can be coloured by personal experiences, and distortion based on such personal experiences and other variables can and does occur. The magnitude of such perception distortion, though honestly perceived and accurately conveyed can only be verified against reality.

This thesis set out to investigate administrative personnel perceptions about the administrative organization of the Banff Centre. These have been reported as faithfully as is possible within the stated limitations.

IMPLICATIONS AND RECOMMENDATIONS

The following implications and recommendations are based on respondent perceptions to the questions of the interview schedule.

Subsystem I - Teaching and Learning

Virtually all respondents perceived the Teaching and Learing programs to be excellent.

The Centre's personnel undoubtedly feel justly satisfied with their efforts in helping to provide an environment in which the range of courses offered and the standards of work undertaken by the expert faculty recruited and the calibre of students enrolled, collectively produces an international reputation of excellence. Every effort should be made to maintain this level of student achievement and product reputation since it is this subsystem particularly which represents the "raison d'etre" for the Centre's existence, and it is this subsystem upon which the Centre's reputation is built.

In consequence, it is recommended that new courses and programs be introduced only where adequate resources and appropriate facilities can be provided.

Subsystem II - Assistance to Teaching and Learning

With regard to the assistance the Centre provides to the Teaching and Learning activity, the perceptions of respondents as given would suggest that insufficient attention has been paid to the various support systems.

The newly appointed Student Services Coordinator will undoubtedly do much to improve the many respondent-perceived inadequacies of this subsystem, in relation to student needs.

It is recommended that much detailed opinion be sought from all employees and all students to determine their particular prioritized needs in this area of the Centre's operation, and that prompt action be taken to rectify suggested past neglect, so that the Centre's reputation for excellence in Teaching and Learning programs can apply to other organizational subsystems as well.

Subsystem III - Provision and Distribution of Resoures

There were many comments made expressing serious concern that upper-management people were unaware of the fine-detail requirements of many of the programs, particularly nuances which might quickly and easily change a mediocre program into a good one, or a good program into an excellent one. The most desirable situation would be to have administrative personnel who were practicing artisans in the areas which they administer. This perceived lack of administrator/manager in-depth understanding of the programs for which they are (virtually absolutely) responsible would appear to be one of the major sources of faculty/administration and student/administration conflict.

The perceived shortages and/or inadequacies in physical facilities as mentioned in the previous section might be overcome, were the Director and/or senior administrative personnel to approach the Federal Government, private enterprize, and multi-national corporations in an "all-out drive" to elicit funds to eliminate these

deficiences.

It is recommended that all aspects of finance acquisition and accounting procedures be the responsibility of a deputy director and that the necessary steps be taken to update and streamline this aspect of the Centre's operation. It is further recommended that a systematic re-appraisal of resource allocation be instituted, based on faculty and study needs, with a view to providing a greater degree of equality of program content.

Subsystem IV - Maintenance

This subsystem was perceived to be the one suffering most neglect as far as positive action by the Centre was concerned.

Specific steps taken to deal with employee needs such as morale, job-satisfaction, job and role clarification and responsibilities, salaries in relation to job classification and the matter of time-off in lieu of overtime, might greatly reduce apparent concern in relation to these matters.

There appears to be much deep-seated but often non-verbalised resentment of a perceived lack of concern for people's needs and feelings in these areas.

The time-off in lieu of overtime issue might be altered to provide employees with the other option of payment for overtime. Otherwise salary increases and

additional perquisites (expense accounts, increased medical and para-medical benefits, longer holidays, bonus systems, or other material benefits), might be offered for what is not really an optional additional service to the Centre. Overtime, required but not worked, would probably not be accepted by management personnel as a right of employees especially when deadlines must be met. The present situation would appear to place unwarranted pressure on employees by demanding a false level of loyalty and professionalism.

The entire matter of internal communications needs to be throughly reappraised. That some respondents were unaware of existing feedback procedures, employee replacements, (certain) internal departmental reorganizations, job-descriptions of senior-level personnel, and where certain information could be procurred, indicates that internal communications can be improved. No organization can be completely efficient and effective when any of the above are either misunderstood or not known by the decision-making personnel within the organization.

This lack of adequate and accurate communication most certainly has much to do with earlier mentioned personnel personal-concerns such as morale and job-satisfaction.

The effectiveness of weekly meetings as a routine activity for both decision-making and information procedures should be carefully evaluated. Employee participation in decision-making should be real if employee job-satisfaction

and job-responsibility is to be further developed. Some roles, rewards and sanctions appear to need clarification.

It is recommended that a department of "Organizational Maintenance" be established having an "ombudsman" responsible to the deputy director, to provide liaison between employees and management.

With respect to the establishing of unique organizational character, this has been achieved through the Teaching and Learning programs. It is obvious that the Banff Centre as a centre for continuing education is unique on the North American Continent, and if one considers various environmental and ethnic characteristics as well, is unique in the world.

Subsystem V - Adapting to Change

Much has been done to improve the organization and to meet changing needs of both the client body and the staff. However, much more needs to be done. The Centre ought not rest on its laurels, or luxuriate in the international reputation that has been developed. Rather it should continually work towards a balance of subsystem activities, so that a stable homeostasis is established rather than the present respondent-perceived "steps and stairs" development based on perceived ad hoc decision-making and crisis reaction.

A formal participatory planning body needs to be established to both plan and publicize the Centre's future

development, in relation to published and unpublished organizational goals and objectives. Efficient and effective work can only be carried out by employees who are fully conversant with the organization's goals and objectives. This should go beyond an awareness of the conduct of Teaching and Learning programs.

All change, small or large, should be properly planned, time-lined, costed and completed. A "change" department should be created as an auxilliary, though formal component of the Department of Management Studies, or as a separate functioning body under the direct control of the deputy director.

Subsystem VI - Relationship with the Community

The Centre's relationship with the community is obviously still far from satisfactory in many areas, though again much has been done and much has been successful. The perceived deep-seated animosity will not disappear overnight and a continuing program of community information-giving and encouragement to increase actual participation in offered activities is the probable best answer.

The recently-appointed person to deal with community relations will hopefully speed-up the process.

Much more contact could be instituted at the schools level. Any effective and collective community support and/or recognition of the Centre and its programs will be the result of a long-term (re-)education program. Much might be

done in providing a series of special children's programs and displays, free or for nominal fee. This would have the dual effect of providing to possible future patrons, first-hand knowledge of "The Arts," be that art, ceramics, music, ballet whatever, and it would develop in children and their parents, a (greater) knowledge of the type and scope of the Centre's activities. To achieve this awareness, it is recommended that a "Schools Liason Officer" be appointed.

As for the international community, - the students and the conference attendees, - the improvement of internal administrative efficiency, the improvement of internal communications, and the consequent improvement of employee morale and job-clarification will enhance the face-to-face relationships and the total "on-the-spot" experience of these clients.

Community relationships is an important and ongoing task.

Subystem VII - Management and Control

Management and Control is in many ways the most important of all the subsystems of any organization in that its role is to coordinate and control the activities of all other subsystems.

Some clarification is necessary within this particular subsystem.

There are three fundamental administrative functions

to be dealt with in any organization:

(a) Goals clarification.

(b) Provision of Resources - training and materials.

(c) Accountability - by whom and to whom.

Responsibilities and roles should be clarified from the Director down through the organizational hierarchy. The organizational chart should be re-ordered to separate production components from support services, and new lines-of-responsibility should be established and clarified. A recommended organizational chart is included in the appendix within which some new departments/offices are recommended.

A deputy director should be appointed to be responsible for those areas of perceived greatest immediate concern to the equilibrium of the total organization. This appointment would also create a formally-designated authority figure during the temporary absences of the director.

All internal administrative activities should be evaluated for effectiveness and efficiency appropriate to organizational goals and objectives and restructured where necessary. There appear to be many activities which have evolved and expanded to meet growth pressures. The entire area of resources provision from training (and/or retraining) of personnel, to supply of materials should be continually evaluated.

And the matter of accountability, by whom and to whom, is fundamental to efficient organization, and appears to need clarification in some instances.

The Banff Centre will undoubtedly progress to greater levels of program diversity, program specialization and efficiency of operation, and although the registered negative perceptions should not be ignored, no single administrative style will suit all employees at all times.

The successful nature of the Centre's operation is self-evident in many of its internal interactions and external activities.

The reported perceptions of respondents should be considered in the light of these facts, but considered with care for what they convey or portend.

It is recommended that in any further study of the administrative organization of the Banff Centre, that all employee perceptions be canvassed, at least through the medium of opinionnaires, and that random samples of students, faculty and conference attendees, and members of the community be sought throught the use of questionnaires to gain a more complete person-perceptions analysis of the operations of the Banff Centre.

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APPENDIX

APPENDIX

List of Interviewees

JORIE ADAMS -	Asst. Manager - Performing Arts.
BOB ALEXANDER -	Manager - Visual Arts.
DON BECKER -	Assoc. Director. - Manager, Operations.
SUZANNE BRETZLOFF -	Publicity Assistant.
MAREY CARR	Supervisor - Printing Services.
JOHN CHAPMAN -	Senior Accountant.
JOHN CROFT -	Asst. Manager - Management Studies.
MYRA FERGUSON -	Asst. to Manager - Theatre Division.
GARY FREY -	Manager - Financial Services.
SCOTT GORDON -	Asst. Manager - Visual Arts.
YVONNE JACKSON -	Coordinator - Cultural Resources Management Program.
STEWART JONES -	Manager - Capital Projects.
TOM KOUK -	Festival Coordinator.
PHILIPPE LAROCH -	Head of French Department.
DAVID S.R. LEIGHTON -	DIRECTOR.
J.C.KEN MADSEN -	Assoc. Director-Visual Arts and Registration.
TED MILLS -	Assoc. Director-Manager, Management Studies.
IMO VON NEUDEGG -	Assoc. Director - Manager, Conference Division. Chairman, Scholarship Cmttee.
SUSAN OITZEL -	Conference Coordinator.
FRANK OLRICH -	Coordinator - Student Services.

RUTH QUINN -	Registration - Student Accommodation.
ELIZABETH RICHER -	Registrar.
DIANE SCHOEMPERLEN -	Publicity Assistant.
MERVYN SEOW -	Manager-Food Services.

INTERVIEW SCHEDULE

Subsystem I - Teaching and Learning.

(i) what is unique about the Centre's Teaching and Learning program?

(ii) How effective is the Centre in meeting its Teaching and Learning objectives?

(iii) What improvements can be made to the Teaching and Learning activity?

Subsystem II - Assistance to Teaching and Learning.

(i) What assistance does the Centre provide for its Teaching and Learning programs?

(ii) How effective do you perceive this assistance to be?

Subsystem III - Provision and Distribution of Resources.

(i) Does the Centre obtain adequate resources for the conduct of its various programs?

(ii) What deficiencies (if any) do you perceive in the provision of resources?

(iii) How effective is the Centre in the distribution of these resources?

Subsystem IV - Maintenance.

(i) What steps are taken by the Centre to ensure organizational stability?

(ii) What actions are taken by the Centre to develop job-satisfaction, pride of association and "esprit de corps?"

Subsystem V - Adapting to Change.

(i) What actions are taken by the Centre to recognize the need for change?

(ii) How effective do you believe the Centre is in recognizing the need for change?

(iii) How capable is the Centre of adapting to change?

Subsystem VI - Relationship with the Community.

(i) How would you evaluate the Centre's relationship with its community?

(ii) What specific actions are taken by the Centre to affect this relationship?

(iii) How effective do you believe the Centre to be in this area of its operation?

Subsystem VII - Management and Control.

(i) What is the nature of the administrative structure?

(ii) What is the nature of the decision-making process?

(iii) How effective is the administrative organization of the Centre?

HISTORICAL TIME-LINE

1908

University of Alberta founded.

1912

Department of Extension established,-University of Alberta.

1932

Carnegie Corporation grant.- $10,000 per annun for 3 years from 1933.

1933

Establishment of "Experimental School in Arts Related to the Theatre," under the Department of Extension, U. of A.. A.E.Corbett, Director. 130 students registered in Drama and Theatre for four week school.

1935

Creative writing and Painting courses introduced.

1936

Renamed-"Banff School of Fine Arts," under the joint direction of Dept. of Ext., U. of A., and the Provincial institute of Technology and Art, Calgary. Donald Cameron appointed Director of Dept. of Ext., and Banff School of Fine Arts. Carnegie Grant renewed for further 2 years.

1937

Further course expansion,-music and play-writing. U. of A. $2,500 fund to underwrite loss.

1938

Scholarship scheme introduced, -One student from each Alberta inspectorate. End Carnegie Grant. No external funding. Course credits established with many Universities, but not U. of A. until Fine Arts school established in 1945.

1939

Oral French program commenced.

1940

Banff School Auditorium opened. Continued use of local schools and halls.

1941

Sole responsibility vested in U. of A. New Carnegie Grant to begin courses in Applied Art.

1945

Steady increase in activities during war years. 577 would-be registrants. 427 accepted.

1946-7

Ex-army huts purchased and set up at Whisky Creek. 'Banff Foundation' formed by Act of Provincial Legislature. (Aim to raise $1,000,000 over 10 years).

1947

St. Julian site acquired,-30 acres. $1 lease fee per annum. First building on St. Julian site. (Dormitory).

1949

Three chalets built on St. Julian site.

1950

Community Evening Classes began.

1952

Significant amounts of finance provided by both the Provincial Government and the University of Calgary for building program. School of Advanced Management established.

1953

First wing of Donald Cameron Hall opened.

1956

100 scholarships offered worth $10,000 total.

1956-66

Period of consolidation. Further growth in course offerings and building program.

1966

Lloyd Hall opened, greatly expanding accommodation. University of Calgary assumed responsibility for Banff School of Fine Arts.

1967

Eric Harvey theatre built. Lease changed and increase in fee from $1 to $25 p.a.

1968-9

Extensions to Eric Harvey theatre.

1970

D.S.R. Leighton appointed Director. Banff Council of Governors appointed. Offseason courses approved in Arts and Crafts. Beginnings of internal reorganization and departmentalization of activities.

1971

Banff Festival established.

1972

Formulation of five year (growth) plan. Limited year-round programming.

1973

Corbett Hall built. Cultural Resources Management Program introduced.

1976

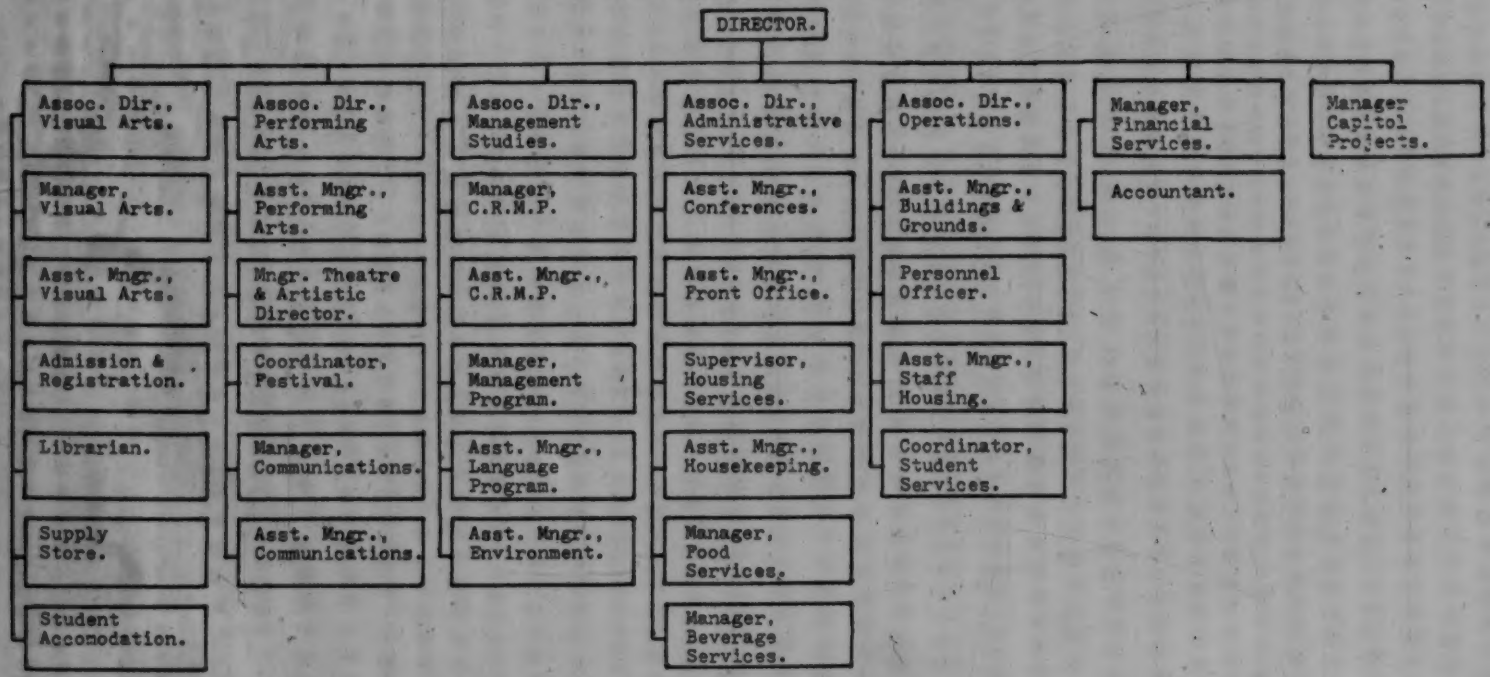
Glyde Hall built. Environmental Studies program commenced. Twelve staff residences completed.

1977

Services Building completed. New five year plan formulated.

THE BANFF CENTRE.

MANAGEMENT ORGANIZATION - JULY 1/76.



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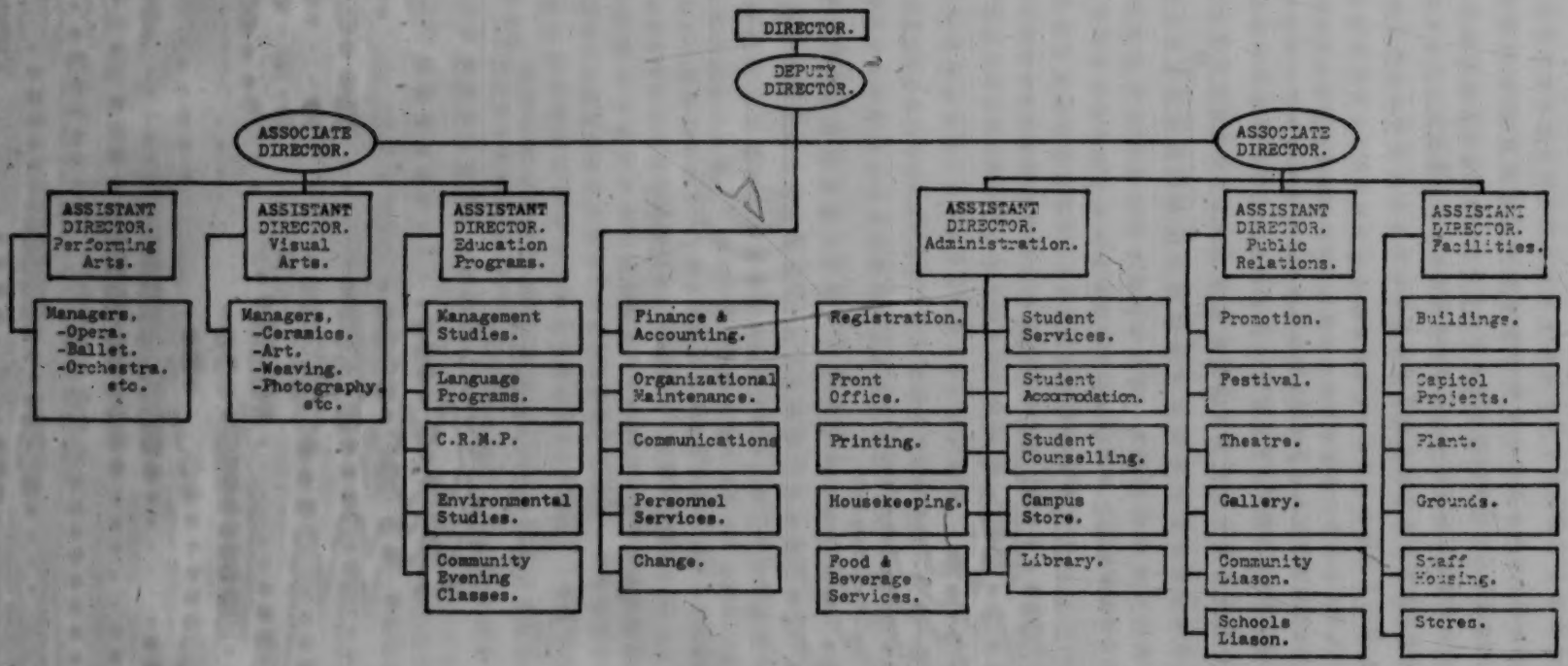
THE BANFF CENTRE.